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ABSTRACT

This book of instructional activities for grades nine through twelve contains Delaware's State Content Standards for English Language Arts. The standards were developed in 1985 by a committee of teachers representing all grade levels. Used as a basis for curriculum planning in school districts throughout Delaware, the standards were designed to guide instruction by setting forth program objectives for teaching and expectations for student learning. While the guide was compiled to suggest ways for teachers to focus their instruction in the classroom, it may bring to mind other ways of presenting instruction based upon the objectives and expectancies which are included in the publication. The guide is divided into sections (or "strands") containing instructional activities on the subjects of: (1) listening; (2) speaking; (3) writing; (4) literature; and (5) study skills. Each section presents general objectives, specific objectives, and suggested procedures. (SG)

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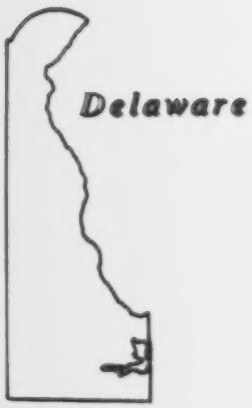
State Content Standards for English Language Arts

Volume IV

Instructional Activities for Effective Teaching

Grades 9-12



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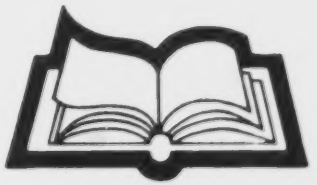

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Volume IV

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Delaware Department of Public Instruction

September 1989

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The Department was pleased that many classroom teachers took time from their busy schedules to contribute ideas which were incorporated in the suggested activities.

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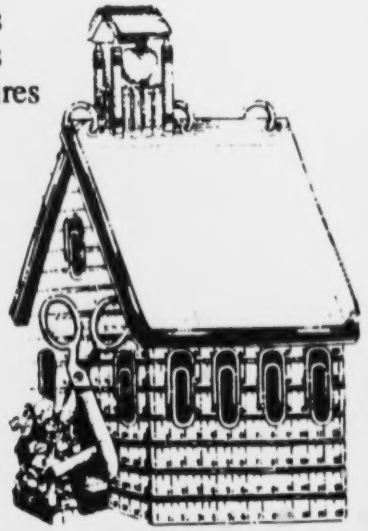
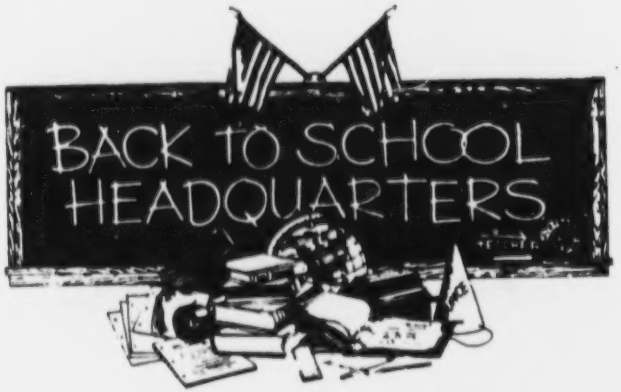


Introduction

The State Content Standards for English Language Arts were developed by a committee of teachers representing all grade levels and were introduced in 1985. Since that time they have been used as a basis for curricular planning in school districts throughout Delaware. The Standards were designed to guide instruction by setting forth program objectives for teaching and expectations for student learning.

These instructional activities which are directly related to the Content Standards have been compiled in order to suggest ways for teachers to focus their instruction in the classroom. The ideas contained within the various activities will hopefully bring to mind other ways for presenting instruction based upon the objectives and expectancies which are also included in the publication.



Instructional Activities for Effective Teaching

A. LISTENING (Grades 9 - 12)

General Objective

3.0 To analyze the technique and to critique the effectiveness of oral presentations.

Specific Objective

3.1 Determine the speaker's understanding of the nature of the audience.

Suggested Teaching Procedures

A. Read a short speech or essay that contains elevated language and concepts.

B. Ask the students how they felt while the presentation was given.

C. Explain to the class that a speaker must consider several factors before addressing his audience.

D. Have a student deliver a speech.

E. Have the students complete an evaluation of the speech.

Teacher Notes

E. Sample evaluation form:

	Yes	No	Evidence
1. The speaker selected a topic which would interest most of the audience.			
2. The speaker appealed to the group by trying to become a part of the audience to a degree.			

F. Have the students share their evaluations.

Specific Objective

3.2 Evaluate the audience's reaction to the speaker.

Suggested Teaching Procedures

A. Instruct the class on what to look for in the attentiveness of an audience.

B. Have a student deliver a speech.

C. Have the speaker complete a questionnaire on his observation of his audience.

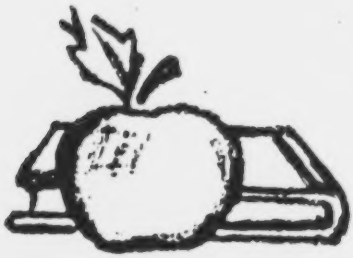
3. The speaker used humor to relax the group.

4. The speaker was prepared for the size of the audience and had correct equipment for sound.

5. The speaker used vocabulary appropriate to the age and educational background of the group.

C. Evaluation Form:

	Yes	No
1. Did most of the audience keep eye contact throughout the speech?		
2. Did the audience laugh, smile or nod in agreement at appropriate times?		



D. Encourage students to watch the behavior of audiences whenever possible.

Specific Objective

3.3 Identify general voice qualities (tone and control).

Suggested Teaching Procedures

A. Explain the five voice skills.

B. Have the class do breathing exercises.

C. Explain articulation.

3. At anytime did the audience appear to get restless or bored? Did members begin to tap fingers, look around the room or talk to a person sitting next to them?

4. Did anyone ask relevant questions?

5. Did the audience clap with enthusiasm after the speech?

A. Examples of skills:

1. Good breath control
2. Good articulation
3. Adequate volume and projection
4. Proper inflection and emphasis
5. Adequate pronunciation

B. Good breath control exercise -

Inhale slowly and practice saying short phrases as fine day, low note, early morning, high noon, rising river. Repeat these exercises until you notice a change in breath control.

C. Articulators are the following:

Lips, tongue, teeth, jaw and soft palate

D. Have students use a mirror to observe the articulators at work.

E. Explain the importance of good articulation.

F. Read a short narrative which proves the importance of good articulation.

E. Say fleece; say fleas.

Take note of how similar they sound and how different their meanings are.

F. Narrative

Tom was just sixteen. One morning at breakfast he had planned to ask for the car. He knew that his dad had to be in a good humor for this type of request. Tom was being pleasant.

His father, looking out the window into the garden, saw a large cat creeping along the hedge attempting to sneak up on a bird perched there. The father turned to Patti, the five-year-old daughter, and thinking to have some fun said to her.

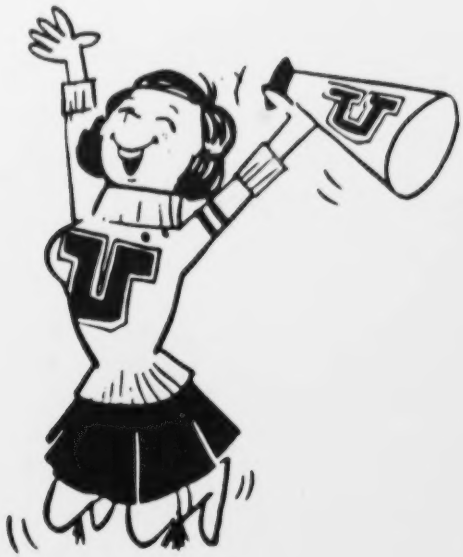
"Look, Patti, see the big animal there in the garden?" Tom, wanting to be a member of the fun, said, "Dad, where's it at?"

Tom's father thought he had said, "Where's the cat?" He became angry at Tom for spoiling the little teasing he had planned for Patti. In his anger, Tom's father let the boy know his displeasure, and Tom had lost all hope of getting the car.

Meaning depends upon clean articulation.

from William Buys, Speaking by Doing, p. 173.

G. Explain common articulation errors.



H. Explain the difference between volume and projection.

I. Conduct exercises to demonstrate inflection.

G. Examples:

Dropping final sounds

soft	sof
kept	kep
accep	accept
hand	han
held	hel
doing	doin
exactly	exakly
correctly	correkly

Dropping medial sounds

costs	cos-s
tastes	tas-s
youths	youz
twelfth	twelf

Substitutions, reversals, running sounds together

library	liberry
picture	pitcher
modern	modren
government	goverment

H. Volume - General loudness of a voice

Projection - Aiming the voice to a specific target

I. (a) Read the newspaper headlines to a small group of people in a small area.

(b) Read the same newspaper headlines from the stage of an auditorium to all the class members seated at various places.

J. Conduct exercises to improve projection.

K. Explain inflection and emphasis.

L. Conduct exercises to demonstrate inflection.

M. Conduct exercises using emphasis.

N. Explain the rewards that pronouncing words correctly might bring.

O. Play a recording of a famous speech or a speech done by a famous orator.

P. Have the class analyze it for articulation tone and emphasis.

(c) Read the headlines to the class seated together in the first rows of the auditorium.

J. Set up a noise maker. Create interference such as turning on a radio or stereo. Students try to "top" the interference.

K. Inflection - Rise and fall of the voice - tone.

The higher the pitch the more emotional or excited state you reveal. The lower pitch produces the opposite feeling.

L. Use the word "no". Say it as many ways as you can.

(a) meaning: I certainly will not.
(b) meaning: That's disgusting.
(c) meaning: How funny that is.
(d) meaning: Really.
(e) meaning: That's impossible.

M. Read each sentence by putting vocal power to the underlined word

I can't do that.
I can't do that.
I can't do that.
I can't do that.

N. (a) The reader is respected by the audience.
(b) His communication will be clear.
(c) The speech might open a door to a good career.

from William Buys, Speaking by Doing, p. 157-162.

Specific Objective

3.4 Evaluate the use of body language (posture, gestures, facial expression).

Suggested Teaching Procedures

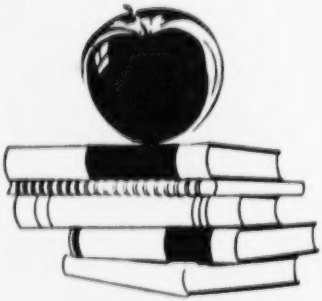
A. Demonstrate a speech while using poor posture, no gestures, or facial expression.

B. Ask a student to deliver the same speech while improving it.

C. Have the class list the weaknesses and strengths of the two versions.

D. Explain to the class some typical gestures.

E. Conduct exercises demonstrating the body gestures discussed.



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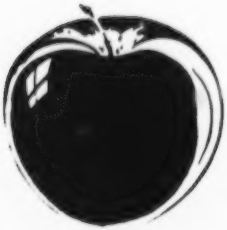


D. Examples:

(a) Locating gestures
(here, there, up, past)
(b) Describing gestures
(shape, smooth, height)
(c) Whole idea gesture
(Shame on you; Go away!)
(d) Emotional tone gesture

E. Before the class or in the front of a mirror practice the following:

(a) Here! Right here! This is the place to start.
(b) I tell you; there were many more.
(c) The little puppy was only five inches high, but he was twenty inches long with a tail that curved over his back like a perfect circle.
(d) Get up!
(e) I like you.
(f) A person filled with anger
(g) A person buying perfume

F. List six points to remember about body language.

G. Have students watch for body language in a speech given by a classmate or a film of a speech done by a famous person.

H. Have students point out each time of gesture observed.

Specific Objective

3.5 Identify speaker's method to gain audience appeal (use of wit, humor, pathos, appeal to loyalty, prejudice, special interest).

Suggested Teaching Procedures

A. Review the methods used by writer's to catch the reader's attention.

F. (a) Walk forcefully and confidently to the podium.
(b) Polarize the audience. Look at all of the audience, calmly, carefully, slowly; offer a smile.
(c) Speak with a clear, loud voice. Don't worry about remembering all gestures; the important ones will come to you.
(d) Get rid of a gesture when it is over so as to not cause distractions.
(e) Keep the eye contact.
(f) Close with a bang and never apologize.

from William Buys, Speaking By Doing, p 129-135.

Teacher Notes

A. Examples:

(a) Anecdote (humorous or serious)
(b) Series of questions
(c) Startling facts or statistics
(d) Descriptive passage evoking pathos
(e) Information appealing to one's loyalty, prejudices or special interests
(f) A famous story
(g) A quotation from a famous person

B. List occasions on the board where speeches are traditionally held.

C. Have students select methods of gaining interest to match the types of speeches.

D. Play a recording of a famous speech.

E. Have the students identify the method used to gain audience appeal.

Specific Objective

3.6 Explain the techniques of persuasion and/or propaganda in sales solicitation, commercial advertising, political appeals.

Suggested Teaching Procedures

A. Define propaganda pointing out its negative and positive connotations.

B. Have the students list where they have observed propaganda.

C. Explain Maslow's Hierarchy of Human Needs and show how advertisers depend upon them.

B. Examples:

(a) Church sermons
(b) Graduation addresses
(c) Banquet speeches
(d) Political speeches

C. Example:

Maslow's Hierarchy of Human Needs:

(a) Physiological needs - food, clothing, shelter
(b) Safety Needs - We seek protection, order, freedom from danger or pain.
(c) Affiliation needs - We want to belong, to feel accepted and loved by groups of people.
(d) Esteem Needs - We want recognition, esteem and a feeling of self-respect.

D. Give the students examples of commercials and have them identify which of Maslow's needs are being implemented.

E. Explain the use of color in advertising.

F. Explain the use of persuasive language in advertising.

G. Explain the use of emotional appeal in advertising.

H. Explain the use of sexual appeal in advertising.

I. Have the students bring in examples of advertising.

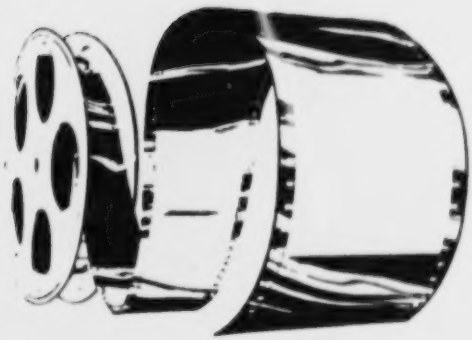
J. Have the students explain to the group the methods employed for persuasion.

K. Have the students write their own commercial.

Specific Objective

3.7 Evaluate the use of language (construction, usage, vocabulary, idiomatic expression, and clichè).

(e) Self-actualization Needs - We want to become the most we can be. We need to fulfill ourselves through a variety of experiences.



K. Example:

Make an object or product that appears unusual and bring it to class. Unflavored gelatin tinted with blue food coloring works well. Have the students name the product and define its purpose. Have the students write a commercial and deliver it to the class. Have the class identify the methods of appeal which were used.

Suggested Teaching Procedures

A. Write and deliver a speech which contains poor usage, slang and faulty construction. (or play it on a tape).

B. Have students reveal their reactions. Did they understand the speaker's purpose? Did they agree or disagree with the speaker? Did they respect the speaker?

C. Play the same speech or give it again with corrections.

D. Have the students compare the two versions.

E. Define clichès.

F. Have the students list as many as they can from their experiences.

G. Deliver a speech which over uses clichès.

Teacher Notes

F. Examples:

Love and marriage go together
like a horse and carriage.

To err is human; to
forgive is devine.

An apple a day keeps
the doctor away.

You can't teach an old
dog new tricks.

Love makes the world go round.

A penny saved is a penny earned.

Waste not; want not.

Don't promise me a rose garden.

H. Have the students identify the clichès.

I. Explain how the clichès cloud the meaning and make the speech boring.

J. Deliver a revised version.

K. Have the students compare the two versions.

Specific Objective

3.8 Evaluate the effects of audio-visual aids.

Suggested Teaching Procedures

A. Deliver a "How to do Speech" for an unusual task.

B. After the speech, ask the students to write down the steps.

C. Deliver the speech again or use a different one, but use audio-visual aids.

D. Have the students write down the steps.

E. Have the students compare the two approaches.

Specific Objectives

3.9 Recognize adherence to logical thought.

Teacher Notes

A. Example:

How to batik
How to enlarge a photograph
How to cane a chair
How to stencil a room
How to cut hair
How to plant a garden

3.10 Recognize hasty generalization, fallacious reasoning, unsubstantiated assumptions, emotional pleas, and other persuasive methods.

3.11 Recognize circular argumentation or lack of evidence.

Suggested Teaching Producures

A. Read a clearly stated argument which contains a good sense of organization, examples and adequate evidence.

B. Have the students summarize the argument.

C. Define logic.

D. Define fallacious reasoning.

E. List examples of fallacies in logic.

Teacher Notes

E. Examples (many more exist):

(a) Poisoning the well or attacking the man, ad hominem

Congressman Smith's bill to ban cigarette smoking in public places should be defeated because the man is an old fool who hangs around the bars every night after leaving his office.

(b) Inappropriate authority

Mickey Mantle, the famous baseball player, says that chewing tobacco is less harmful than smoking cigarettes.

(c) Hasty generalization, guilt by association

I know Sam is selling drugs because I saw him talking to a known drug pusher in the halls at school today.

F. Give the class statements which contain fallacies and have them point out the types.

G. Explain the damage done to an argument when fallacies in logic are present.

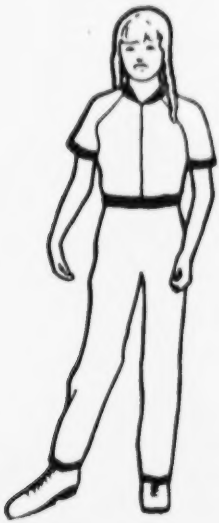
H. Create a role playing situation in which a student tries to persuade another to do something.

I. Have the class identify fallacious reasoning, "leaning" on the emotions or body language.

J. Read an essay or speech containing fallacious reasoning and have the students identify the fallacies.

K. Explain circular reasoning.

(d) Lack of personal knowledge
There isn't a decent teenager in our town; I've lived here ten years and never met one.



K. Example:

"Much of this talk about spending millions for slum clearance is based on the fallacy that if we provide fine homes for people who live in the slums they will suddenly become responsible citizens. This argument puts the cart before the horse. The basic trouble is with the people who live in the slums. The people are thoroughly shiftless and irresponsible. The conditions under which they live prove this. If they had any initiative or industry they would not be living under slum conditions."

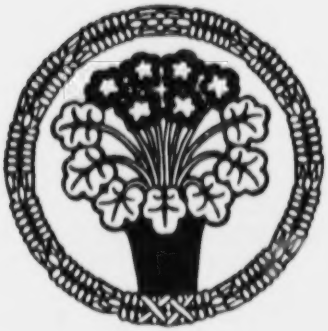
from James M. McCrimmon, Writing With A Purpose, p. 336.

L. Give an example of circular reasoning.

M. Have students examine statements to determine if they contain circular reasoning.

N. Explain through examples the weakness of an argument due to lack of evidence.

O. Give the students examples to identify the fallacy of lack of evidence and have them determine what evidence is needed.



L. Example:

Surely Tom is going to break up with Nancy. He didn't call her last night and I saw him smile at Mary this morning.

B. SPEAKING (Grades 9 - 12)

General Objective

1.0 To communicate with appropriate language

Specific Objective

1.1 Express thoughts with clarity.

Suggested Teaching Procedures

A. Give directions which are deliberately confusing for making an exotic dish or for going to an amusement park.

B. Ask a student to repeat the directions.

C. Have the students explain why the directions were confusing.

D. List the important elements which are needed to achieve clarity in speaking.

E. Give the same speech without the confusion.

F. Have a student repeat the directions.

G. Have the students research directions to an uncommon location.

H. Have the students present their directions to the class.

I. Have the class evaluate the speech for clarity using the given elements.

s for Effective Teaching

Teacher Notes

D. Example:

Elements to achieve clarity in speeches

(a) Clearly defined purpose

(b) Sense of organization (chronological, spatial, least important to most)

(c) Transitional devices (first, consequentially, now)

(d) Good voice control of both volume and speed

(e) Emphasis on important points

(f) Correct pronunciation

Specific Objective

1.2 Use acceptable pronunciation.

Suggested Teaching Procedures

A. Distribute a list of words which are commonly mispronounced.

(g) Appropriate use of body language.

(h) Use of audio-visual aids when appropriate.

Teacher Notes

A. Example:

Right	Wrong
Might	Migh
Coat	Co
Doing	Doin
Going	Goin
Morning	Mornin
Warning	Warnin
Child	Chile
Land	Lan
And	An
Kept	Kep
Accept	Accep
Exact	Exak
Directly	Direkly
Correctly	Correkly
Guests	Gues's
Tastes	Tasts
Library	Liberry
Because	Becuz
This	Dis
Those	Doz

from William Buy, Speaking by Doing, p. 157-158

B. Have the students read the list aloud.

C. Check the words which the students mispronounce.

D. Show the class the correct pronunciation through dictionary notations.

E. Ask the class to repeat the problem words.

F. Review the problem words throughout the year.

G. Make notations of mispronounced words made by individual students as they give oral presentations.

Specific Objectives

1.3 Employ effective language (dialect, idiom).

Suggested Teaching Procedures

A. Play recordings of various regional dialects (Southern, Eastern, Western, and Midwestern).

B. Have the students point out the uniqueness of each.

C. Have some students try to imitate different dialects.

D. Have students listen to the evening news on a local radio station and make a list of mispronounced words.

E. Have the class share them with the class.

F. Explain the term idiomatic expression.

G. Have the class keep a notebook of expressions they hear.

General Objective

2.0 To contribute effectively to group discussion

Specific Objectives

2.1 Ask significant questions.
2.2 Contribute related ideas.
2.3 Give logical explanations.
2.4 Cite appropriate references.
2.5 Define and demonstrate roles within the group (leader, discussant).
2.6 Participate in formal discussion (round table, forum, symposium, debate).

Suggested Teaching Procedures

A. Distribute a list of topics which reflect problems.

B. Have students select three topics of interest.

C. Assign students into groups of not less than four to discuss one of the problems.

Teacher Notes

G. Examples to get the class going:

(a) "Down the road a piece"
(b) "Over Yonder"
(c) "My washing machine went up"

C. Arrange groups containing one high achiever, one low achiever and two average students.

D. Prepare the groups for research by giving them types of questions to answer.

E. Instruct the groups to take notes on 4" X 6" note cards and to follow the procedure used for any research project.

F. Instruct the group to elect a chairperson or select one

G. Select or elect a secretary.

H. Instruct the class on the role of the chairperson.

Examples:

D. (a) What evidence is there that a problem exists? (Statistics, examples, personal experience, authorities, newspaper, books, magazine articles)

(b) What are the negative aspects of the problem?

(c) How serious is it?

(d) What are the causes?

(e) What will result if the problem isn't solved?

E. Notetaking Procedures:

(a) Use 4" X 6" index cards.
(b) Prepare a heading which includes the question, the author, and the source.
(c) Take notes in outline form or paraphrase.
(d) Quote reliable sources when appropriate.

H. Example of Chairperson's role:

(a) Be relaxed, not overly formal.
(b) Lead out; do not dominate.
(c) Keep the discussion moving.
(d) Settle conflicts.
(e) Ask questions.
(f) Try to get all members to participate.
(g) Restate what is said for clarification.
(h) Summarize at the end.

I. Instruct the secretary to write a summary of each question and the proposed solution agreed upon by the group.

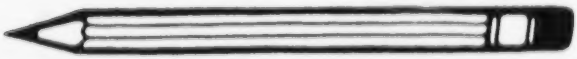
J. Instruct the discussants on their roles.

K. Set a length of time for research and a date for the presentation.

L. Arrange the room so that the group can be clearly seen and heard by all.

M. Instruct listeners on their responsibilities and distribute an evaluation sheet to the class.

N. Allow students to present their discussion without interruption.



J. Example of Discussant's Role:

(a) Always be positive and constructive.
(b) Be aggressive but courteous.
(c) State your point briefly. (1/2 minute is adequate.)
(d) Stick to the topic.
(e) Use good listening skills by referring to what has been said.
(f) Don't become defensive or overly emotional.
(g) Be sincere.
(h) Be willing to compromise if necessary.

Example: Evaluation checklist

1. Did the group leader perform his role correctly?

   Strong Points
   Weak Points

2. Did the discussants perform their roles correctly?

   Strong Points
   Weak Points

O. Take notes and complete the same evaluation form that the class has.

P. Allow for time after the discussion for sharing of evaluations.

Q. Define forum, symposium, and debate.

R. Have the class participate in any or all of the discussion forms using the skills learned in the group discussion experience.

Specific Objective

2.7 Use parliamentary procedure.

Suggested Teaching Procedures

A. Define parliamentary procedures.

B. Ask the class to list five groups which they know use parliamentary procedure.

C. Explain the value of parliamentary procedure.

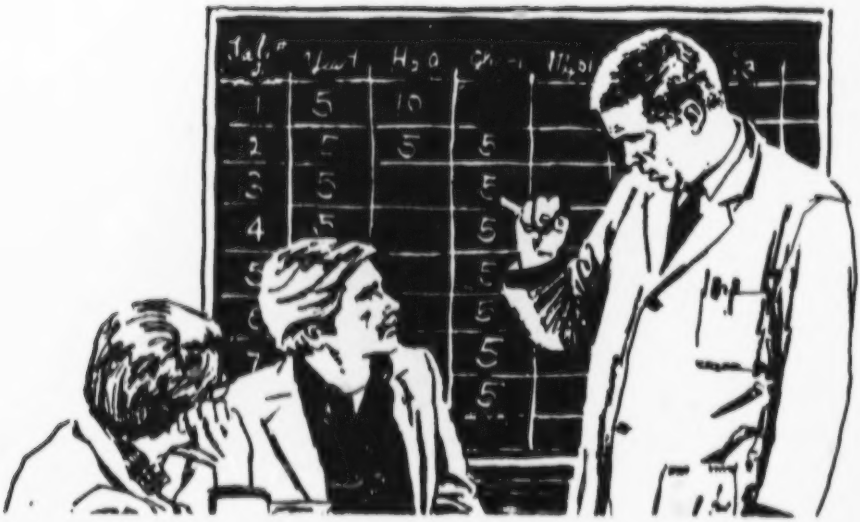
D. Explain that the procedures the class will learn will come from Robert's Rules of Order, but there are other sources available.

3. Did additional questions or information come to your mind?

4. Were you in agreement with the solution presented by the group?

5. Additional comments?

from William Buys, Speaking by Doing, p. 162-167



E. Explain the roles of the three officers who normally participate in the conducting of the meeting (president or chairperson, secretary, and parliamentarian).

F. Explain the order of business.

G. Explain the handling of motions.

H. Explain the method of amending motions.

I. Distribute specific rules governing different kinds of motions. (Do they need a majority vote or 2/3?)

J. Hold a parliamentary contest.

K. Allow students to take turns practicing the role of the chairperson.

L. Conduct mock meetings and have students act as secretaries.

M. Have minutes read and have the rest of the class decide if they are accurate and complete.

N. Give a motion to the class.

Example: Parliamentary contest

Students bring two questions, or problems or situations to class. Divide the class into three groups. Group A presents the problem to Group B. Group B responds with a solution, while Group C decides whether the response was correct. allow the groups to alternate roles. Select one student to be parliamentarian to handle disputes.

from William Buys, Speaking By Doing, p. 287-295

O. Assign a different position to each group.

P. Instruct each group to meet and hold a strategy session.

Q. Hold a mock meeting and have the groups try to get their motions passed.

R. Encourage students to be aware of parliamentary procedure used in their school and community.

General Objective

3.0 To use techniques for effective communication

Specific Objectives

3.1 Arrange ideas based on the purpose of the speech.

3.2 Organize details to emphasize main idea.

3.3 Repeat key phrases for emphasis.

Suggested Teaching Procedures

A. Explain to the class ways of selecting a meaningful topic.

B. Allow time for research and notetaking if necessary.

Teacher Notes

A. Example:

Rule: "No speech should be given without relating what is being said to the people listening". Appeal to one or some of the following in the listener:

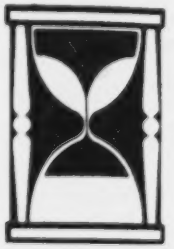
Physical self, intellectual self, spiritual, moral-ethical self, social self, and or economic self

C. Explain various methods of organization.

D. Explain the general organization of a speech and the purpose of each section.

E. Explain methods of writing introduction.

F. Explain the use of transitions for the body of the speech.



C. Example:

Common organizational patterns - chronological, spatial, cause/effect, division, structure/function method

D. Example:

Introduction

(a) Gets the attention of the audience
(b) States the purpose of the speech
(c) Implies the organizational pattern which will be used
(d) Gets the tone of the speech

E. Example:

(a) Anecdote
(b) A joke
(c) Startling facts, statistics
(d) Series of questions
(e) Analogy

F. Typical transitional words:

Chronological

first	later	formerly
meanwhile	after	finally

Spatial

outside	above	in the distance
beyond	ahead	near

G. Explain the need for meaningful repetition for emphasis.

H. Write a speech with the class illustrating the points taught.

I. Have students write speeches using the topics they selected.

Specific Objective

3.4 Speak from notes.

Suggested Teaching Procedures

A. Have the students transfer the introduction and conclusion of their speech to 4" X 6" notecards verbatum.

B. Have the students outline the body of their speech, making certain that transitions are included.

Between ideas

in addition	consequently	therefore
as a result	similarly	moreover

G. The following ideas may be stressed:

* Repeat main idea or purpose at least three times throughout the speech.

* Short phrases presented one after another serve as emphasis. Example: exercise daily, drink plenty of water, avoid sweets and you will enjoy the new you.

* For transitional purposes and emphasis link paragraphs through ideas. Example: Not only will exercise help your weight control, but drinking plenty of water is essential.

C. Explain practice procedures.

D. Allow time for students to practice in front of a peer.

E. Have students present their speeches from notes.

F. Have classmates complete an evaluation form.

G. Allow time for constructive criticism.

H. Assign another speech.

I. Record the speech and replay it.

J. Videotape the speech and replay it later.

C. Practice procedures:

(a) Find a mirror.
(b) Stand behind the table.
(c) Address yourself to the mirror.
(d) Look right at yourself.
(e) Practice your speech aloud several times.
(f) Think through the speech several times without saying it.
(g) Practice aloud again using the volume you intend to use.
(h) Add body language.
(i) Practice without any notes.
(j) Put the speech aside and do other activities.
(k) Allow the speech to run through your mind during idle moments.
(l) Practice in front of the mirror with and without notes.
(m) Practice taking a few deep breaths before speaking to balance O_2 and CO_2.

from William Buys, Speaking by Doing, p. 121.

General Objective

4.0 To deliver oral presentations of specified types

Specific Objective

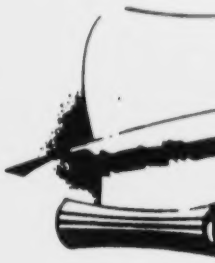
4.1 Give an impromptu talk on a familiar topic.

Suggested Teaching Procedures

A. Define the terms impromptu or extemporaneous speaking.

B. Explain the need for an introduction, body and conclusion.

C. Have students write specific speech topics on 3 X 5 cards and put them in a box.



D. Set aside a class period for speech day.

E. Explain rules for speech day.

F. Draw a topic from the box and deliver the speech.

G. Have students draw topics.

Teacher Notes

C. Possible Topics:

(a) The latest fashion fad
(b) A humorous thing that happened at school-home
(c) A sports event

E. Rules:

(a) There will be a time limit (3 minutes).
(b) Fifteen seconds will be allowed to read the topic before speaking.
(c) No verbal feedback will be given in the early experiences.
(d) Applaud all speakers.
(e) Impromptu speeches will not be graded.
(f) Positive feedback will be solicited.

H. Use this activity throughout the year for reinforcement.

Specific Objective

4.2 Give presentations for varied purposes (to explain, inform, entertain, persuade).

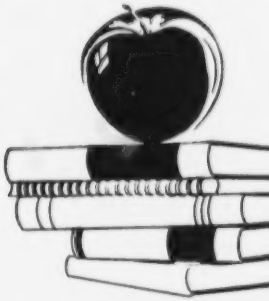
Suggested Teaching Procedures

A. Review the organizational patterns for speech writing.

B. Time an example of a speech to explain or inform.

C. Explain the steps used to write these speeches.

D. Offer suggestions for topics.



Teacher Notes

C. Steps for writing informative speeches:

(a) Choose a subject (limited).
(b) Analyze the occasion.
(c) Diagnose the audience.
(d) Gather material.
(e) Organize and support your main points with evidence.
(f) Word the speech by writing it out in full, in part or outline form.
(g) Practice it aloud.

D. Possible Topics:

(a) How to play a certain sport
(b) Rescuing a drowning person
(c) History of anything
(d) How to not get along or how to get along with people
(e) New inventions

E. Explain techniques used for entertaining speeches.

F. Explain how to present a humorous speech.

G. Deliver or play a recording of a humorous speech.

H. Offer suggestions for topics.

I. Explain the difference between explaining and persuading.

J. Have the students complete the statement - What really bugs me (or my pet peeve) is ...

K. Deliver a short speech on a pet peeve.

L. Have the students write a speech explaining their pet peeve.

E. Methods used to entertain:

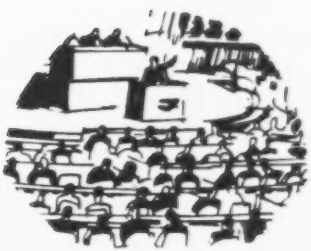
(a) Telling a joke on yourself
(b) Exaggeration
(c) Misquoting someone
(d) Pantomime

F. How to "pointers":

(a) Avoid hesitations.
(b) Be lively.
(c) Avoid talking during laughter.
(d) Never laugh at your own jokes.
(e) Don't drag out stories.
(f) Use body language.

H. Topics:

If I Were a Teacher
How to Get What You Want
Bringing Up Parents
My Girl Keeps Me Broke



M. Offer pointers on delivery.

N. Strengthen the opinion speeches by having students write speeches on argumentative topics which require research.

O. Offer a list of suggestions.

P. List the aspects of strong persuasion.

M. Pointers for pet peeve speeches:

Select a topic which you are really serious about.
Use forceful and dynamic language.
Build from quiet to explosive language and body movements.
Concede points to the other side's viewpoint.
Example: I really sympathize with people who are addicted to cigarettes, <u>but</u> I have no patience with those who carelessly drop ashes on my carpets and furniture.

O. Topics for persuasive speeches:

* Abortion
* Legalization of marijuana
* "No pass; no play" rules for sports

P. Aspects of strong persuasion:

* Sound logic (avoid fallacies)
* Facts, statistics for support
* Human drama to arouse pathos
* Concessions where necessary
* Strong body language

Q. List speeches for daily living and have students present these throughout the year.

Specific Objective

4.3 Give an extemporaneous speech.

Suggested Teaching Procedures

A. Review the definition of extemporaneous.

B. Give each student a list of questions to answer about himself.

C. Allow each student one minute to read the questions and to think before speaking.

Q. Types of speeches for daily living:

* Introduction speech
* Presenting a gift or award
* Farewell speech
* Dedication speech
* Nominating speech
* Interview

from Clark S. Carlile, Basic Speech Experiences

B. Sample Questions:

1. My name is (nickname)?
2. Where and how did you spend your childhood (farm, city)?
3. Tell about your hometown.
4. Tell about your hobbies.
5. Who are your favorite actors and actresses? Why?
6. Do you have a favorite sport? Why?
7. Conclude by summarizing your plans for after high school.

from Clark S. Carlisle, Basic Speech Experiences, p. 2

D. Allow the students to use the questions as a guide for speaking.

E. Point out the positive aspects of the delivery.

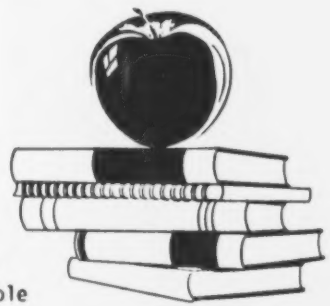
Specific Objective

4.4 Give an interpretive reading of drama poetry or prose.

Suggested Teaching Procedures

A. Explain the purpose and values of oral interpretation of literature.

B. Explain how to determine a good piece of literature to interpret.



C. Have students complete a personal inventory of the kinds of literature they prefer and select an example to interpret.

D. Explain the procedure for beginning the interpretation.

Teacher Notes

B. Steps to determining quality literature:

* The piece has something meaningful to say.
* It expresses themes common to many people.
* It shows a new way to look at old ideas, feelings.
* It offers aesthetic pleasure.
* It makes use of correct language.
* It may offer a hidden meaning.

D. Procedure for interpretation:

* Give the title and author.
* Explain the genre and why you selected it.
* Relate something about the life and times of the author.
* Explain time, place, action, and theme.
* Reveal only as much of the plot as is necessary in order to lead the audience to where you are beginning to read.

E. Explain the procedure for giving the interpretation.

F. Present an oral interpretation for the class.

G. Play a recording of a professional reading.

H. Have students prepare an oral interpretation from literature which they respect and enjoy.

I. Record or videotape their interpretations for review and reinforcement.

Specific Objective

4.5 Participate in improvisational activities.

Suggested Teaching Procedures

A. Prepare situations on slips of paper for students to draw from a box. (Have some verbal and some in pantomime).

E. Delivery tips:

* Hold script before you or place it on a stand.
* Use emotional tone when appropriate.
* Practice reading in using various inflections.
* Pause effectively.
* Change voice with new characters.
* Articulate clearly.
* Read slowly.

A. Situations requiring language:

Convince a parent that you need your own car.

Try to get a parent to like a friend of yours for which he or she doesn't care.

Ask a shy girl for a date.

Situations requiring pantomime (have class guess what is being done).

Escorting a girl to the prom
Baking something
Fishing

B. Act out a situation for the class using a student volunteer if necessary.

C. Have students act out the situations.

D. After discussing the styles and methods of writing speeches for daily living, (4.2) set up situations for practicing these speeches.

D. Have a student give a going away speech.

Have a student present the best speaker award to another student.

Have the winner give an acceptance speech.

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C. WRITING (Grades 9 - 12)

General Objective

1.0 To present material in appropriate written form

Specific Objective

1.1 Follow prescribed writing standards.

Suggested Teaching Procedures

A. Explain thoroughly the school district's and/or department's writing standards.

B. Assign writing exercises so that students receive adequate practice in performing according to prescribed standards.

Teacher Notes

A. An example of standards

   A. The essay should have a title.
   B. The essay should have margins on all four sides of the paper.
   C. The essay should be written in blue or black ink on regular composition paper (not paper torn from spiral notebooks) or typed using double-spacing.
   D. The essay should be written on only one side of the paper.
   E. The title and the first sentence should be separated by a space.
   F. The paper should have no "scratch-outs."
   G. The student's name, the name of the course, and the date should be placed on the back of the last page or on a separate title page, according to the directions of the instructor.

NOTE: Themes about literature you have read should be written in the present tense and in the third person.

Specific Objective

1.2 Document directly quoted material and/or paraphrased material to avoid plagiarism.

Suggested Teaching Procedures

A. Distribute a copy of a paragraph for students to put into their own words.

B. Using the students' papers, the teacher will select samples which demonstrate examples of plagiarism.

C. Discuss the importance of documenting another writer's words and/or ideas.

D. Instruct students on how to document directly quoted and/or paraphrased material.

- Instruct students on how to write footnotes.
- Distribute an exercise for students to practice writing footnotes using correct indentation, punctuation and word order.

General Objective

2.0 To use capitalization

Specific Objective

2.1 Capitalize names related to deification.

Teacher Notes

D. Use a footnote to

1. Give credit for a direct quotation or

2. Give credit for an original or unusually interesting opening or interpretation which you have put in your own words or

3. Give credit for statistics, figures, definitions, illustrations or diagrams.

Suggested Teaching Procedures

A. Review rules of capitalization.

B. Instruct on capitalization related to deification.

- Provide exercises to practice this skill.
- Correct and discuss exercises with students.

Specific Objective

2.2 Capitalize names of political organizations and other groups.

Suggested Teaching Procedures

A. Instruct the rules of capitalization regarding the names of political organizations and other groups.

- Provide exercises for the students to practice these rules.
- Correct and discuss these exercises with the students.

Specific Objective

2.3 Capitalize titles attributed to people.

Suggested Teaching Procedures

A. Instruct the students on the capitalization of titles attributed to people.

Teacher Notes

A. Example

In the Bible we read about God and His disciples.

Teacher Notes

A. Example

The Democratic Party had a majority in the Eighty-seventh Congress.

- Provide exercises for students to practice the instruction.
- Correct and discuss answers with the students.

B. Have students demonstrate an understanding of all three capitalization rules by providing an exercise using all capitalization rules.

General Objective

3.0 To use punctuation

Specific Objective

3.1 Use the comma with nonrestrictive subordinate elements and direct address.

Suggested Teaching Procedures

A. Instruct the use of the comma with nonrestrictive subordinate elements and direct address.

B. Provide students with exercises to practice the instruction.

C. Correct and discuss the exercises in class.

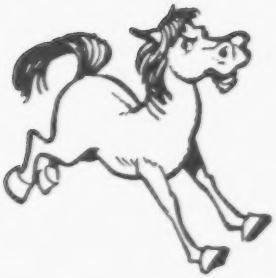
Specific Objective

3.2 Use a semicolon to separate items in a series where a comma will not suffice.

Teacher Notes

A. Example

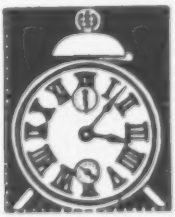
The speaker will be Senator Williams who will convey the President's greetings.



Teacher Notes

A. Example

1. Barbara has moved to the beach, where she expects to get a job.
2. John, did you talk to your boss about a raise?



Suggested Teaching Procedures

A. Provide instruction on the use of the semicolon to separate items in a series.

B. Give the students exercises to practice this skill.

C. Correct and discuss answers with the students.

Specific Objective

3.3 Use a semicolon to separate clauses in a compound sentence where there is no coordinating conjunction or where commas appear within one or more of the clauses.

Suggested Teaching Procedures

A. Instruct the use of the semi-colon to separate clauses in a compound sentence where there is no coordinating conjunction or where commas appear within one or more clauses.

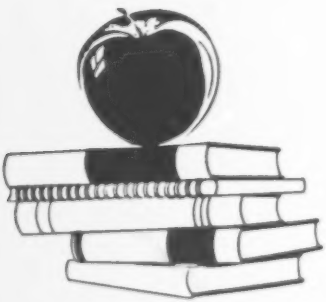
B. Provide exercises to practice this usage.

C. Correct and discuss the answers with the class.

Teacher Notes

A. Example

I have been asked to refer to Mrs. B. Moore, 381 Market Street, Philadelphia, Pennsylvania 19103; Ms. M. Baker, 501 Poplar Drive, Kansas City, Missouri 53108; and Mr. R. White, 302 Willow Avenue, Baltimore, Maryland 19603.



Teacher Notes

A. Example

1. Sign your name on every sheet; one of the forms may be lost if you don't.

2. We can't participate in the game; we haven't enough players.

Specific Objective

3.4 Use a semicolon before adverbial conjunctions in a compound sentence.

Suggested Procedures

A. Instruct on the use a semicolon before adverbial conjunctions in a compound sentence.

B. Provide exercises to practice this use of the semicolon.

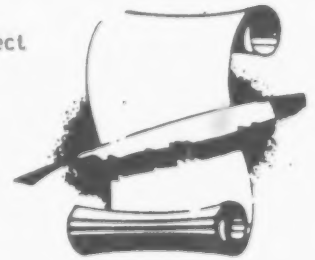
C. Correct and discuss the exercises with the class.

Specific Objective

3.5 Use a colon before a formal direct quotation.

Suggested Teaching Procedures

A. Instruct the use of a colon before a formal direct quotation.

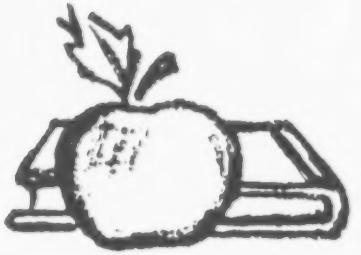


B. Provide exercises for the students to practice this rule.

C. Correct and discuss the exercise with the class.

Specific Objective

3.6 Use a colon before an itemized list if the introductory statement is a complete sentence.



Teacher Notes

A. Example

His reputation endured for many years; consequently, he gained the respect of many people.

Teacher Notes

A. Example

My favorite essay begins: "Minor friction is the kind that ..."

Suggested Teaching Procedures

A. Instruct the use of the colon before an itemized list.

B. Provide exercises to practice this rule.

C. Correct and discuss this exercise with the class.

Specific Objective

3.7 Use parentheses for parenthetical expressions.

Suggested Teaching Procedures

A. Instruct the use of parentheses.

B. Provide exercises for student practice.

C. Correct and discuss exercises in class.

Specific Objective

3.8 Use underlining/italics for titles of books, magazines, newspapers, motion pictures and works of art.

Teacher Notes

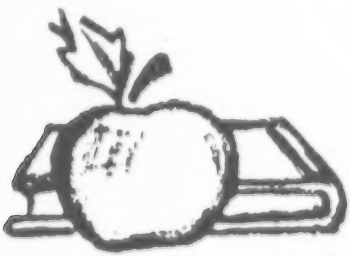
A. Example

You need to know all the parts of a business letter: the heading, the inside address, the salutation, the body, the closing, and the signature.

Teacher Notes

A. Example

Heavy foods (not fruits and vegetables) contribute to higher cholesterol.



Suggested Teaching Procedures

A. Instruct the use of underlining for titles of books, magazines, newspapers, motion pictures and works of art.

B. Provide exercises to practice underlining.

C. Discuss and correct exercises in class.

Specific Objective

3.9 Use quotation marks for titles within books.

Suggested Teaching Procedures

A. Instruct the use of quotation marks for titles within books.

B. Have the students do exercises to demonstrate their understanding.

C. Correct and discuss the exercises in class.

Specific Objective

3.10 Use hyphen correctly with compound modifers.

Suggested Teaching Procedures

A. Instruct the use of the hyphen in compound modifers.

B. Provide exercises for students to practice this skill.

C. Correct and discuss these exercises with the students.

Teacher Notes

A. Example

1. Have you ever read For Whom The Bell Tolls?
2. I just renewed my subscription to Newsweek.
3. Star Wars is my son's favorite movie.
4. Rodin's The Thinker is a famous price of sculpture.

A. Example

She read the poem "Patterns" from her copy of The Modern Book of Poetry.

A. 1. Yesterday was Mark's twenty-first birthday.
2. Dave certainly wears up-to-date clothing styles.

Specific Objective

3.11 Use a colon between volume and page in magazine listing.

Suggested Teaching Procedures

A. Instruct the use of a colon between a volume and a page in a magazine listing.

B. Provide the students with exercises to practice this use of the colon.

C. Correct and discuss the answers with students.

Specific Objective

3.12 Use underlining/italics for words, figures, and letters.

Suggested Procedures

A. Instruct the use of underlining/italics for words figures and letters.

B. Have the students complete exercises implementing this instruction.

C. Correct and discuss these exercises in class.

Specific Objective

3.13 Use dash, ellipsis, brackets, and slash as appropriate.

Teacher Notes

A. There is a copy of the article in the August issue of Natural History, 12:5-10.

Teacher Notes

A. Example

1. Do not confuse sit and set.
2. Make sure to capitalize your k's correctly.

Suggested Teaching Procedures

A. Instruct the use of the dash, ellipsis, brackets, and slash.

B. Provide the student with exercises practicing these punctuation marks.

C. Discuss the students' answers with the class.

General Objective

4.0 To spell words correctly

Specific Objective

4.1 Spell words containing silent letters.

4.2 Spell words having affixes.

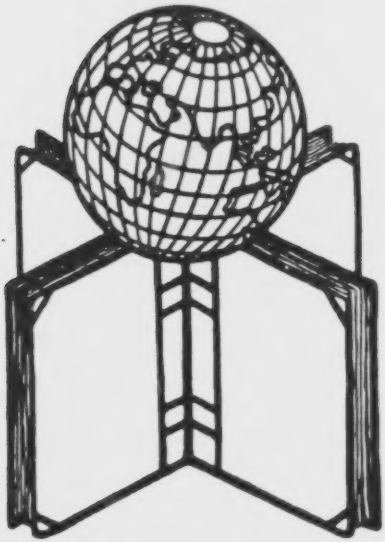
4.3 Spell compound and hyphenated words.

4.4 Use the apostrophe when it is part of the spelling of the word.

Teacher Notes

A. Example

1. A camera, new clothes and a puppy - these are things Jenny wants for her birthday.
2. "Experience keeps a dear school . . ."
3. "Every man who loved our vanished friend [Professor Grummere] must know with what realization of shamed incapacity one lays down the tributary pen" - Christoper Morley.
4. Each student should bring his/her book to class.



4.5 Differentiate between variant spellings (British, American).

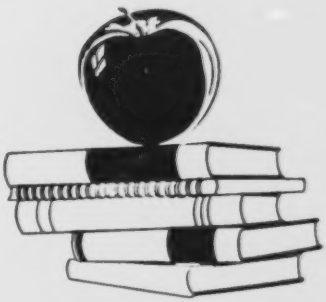
Suggested Teaching Procedures

A. Give the students a pretest containing words which are frequently misspelled.

B. Correct the test and return to students pointing out the words which illustrate the spelling objectives contained in the State Standards.

C. Provide the students with listings of words which

- contain silent letters
- contain affixes
- are compound
- are hypenated



Teacher Notes

C. Example

condemn
business
ninety

noticeable
occurred
omitted
happily

postman
basketball
housework
pasttime

ex-governor
all-American
self-made
mayor-elect

piece
reminisce
thought

safety
professor
writing

wholly

studying
usually
preparation

- contain apostrophes

- differentiate between variant spellings

General Objective

5.0 To structure appropriate grammatical units

Specific Objective

5.1 Produce sentences containing the basic elements (subject, predicate, complement).

Suggested Teaching Procedures

A. Give the students a writing assignment.

B. Use the students' assignments to have students identify basic sentence parts.

Specific Objective

5.2 Use a variety of sentence structures to develop style.

Suggested Teaching Procedures

A. Provide two writing samples. One sample should contain only subject, predicate order. The second sample, preferably on the same topic, should contain much sentence variety.

don't
won't
doesn't
you're

color, colour
defense, defence
armor, armour
realize, realise

Teacher Notes

A. The cave looked like a good place to hide.

Teacher Notes

A. Example

Use verbals and noun clauses as subjects

B. Have the students read both passages and discuss them.

C. Give the student models of various sentence patterns.

D. Assign a sentence to be rewritten in a variety of different patterns.

Specific Objective

5.3 Identify the kinds and functions of various phrases and clauses and their proper uses.

Suggested Teaching Procedures

A. Instruct the students in the kinds and functions of various phrases and clauses.

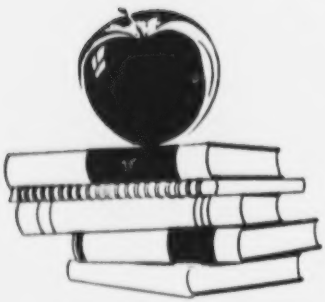
1. To play tennis well requires much skill.
2. Learning to play tennis is fun.
3. How those players do so well is a mystery to me.

Put the adverb modifier first

1. Swiftly Jane completed the job.
2. On the counter sat this morning's dirty dishes.
3. To protect our home, we installed a security system.

Start with adjective modifiers

1. Swollen by the heavy rains, the river overflowed its banks.
2. Believing his answer, I was completely fooled by the lie.



B. Provide worksheets for the students to practice identifying phrases and clauses and telling their functions in the sentences.

Specific Objective

5.4 Correct the misuse of structures such as dangling modifier, incorrect comparison, and incorrect omission.

Suggested Teaching Procedures

A. Demonstrate the misuse of structures.

B. Lead a discussion analyzing the incorrect structure.

C. Provide sentences containing incorrect structures for the students to correct.

D. Correct and discuss responses in class.

Specific Objective

5.5 Determine the missing parts in elliptical constructions.

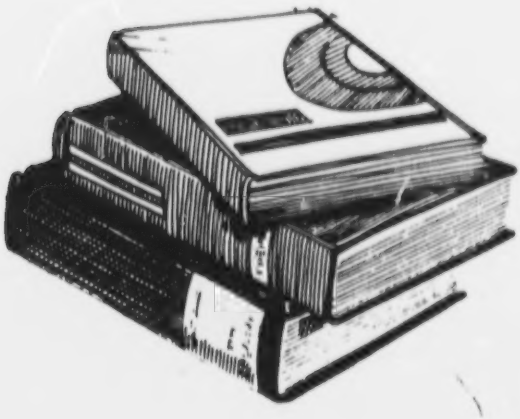
Teacher Notes

A. Dangling modifier

Racing madly for the phone, a chair tripped John.

Incorrect omission

x He never has and never will like this new home.
He never has liked and never will like his new home.



Suggested Teaching Procedures

A. Define and give examples of elliptical constructions.

B. Provide sentences for which the students will supply missing parts.

C. Correct and discuss those sentences in class.

General Objective

6.0 To use appropriate language

Specific Objective

6.1 Recognize and correct common usage errors (lack of agreement, double negative, incorrect verb or pronoun, words commonly confused, incorrect comparative and superlative forms).

Suggested Teaching Procedures

A. Provide a writing sample containing all the errors listed in 6.1.

Teacher Notes

A. 1. Mary is much smarter than her brother (is smarter).
2. Whenever (it is) possible, you should exercise.
3. How much (is it)?

Missing parts are enclosed within parentheses.

Teacher Notes

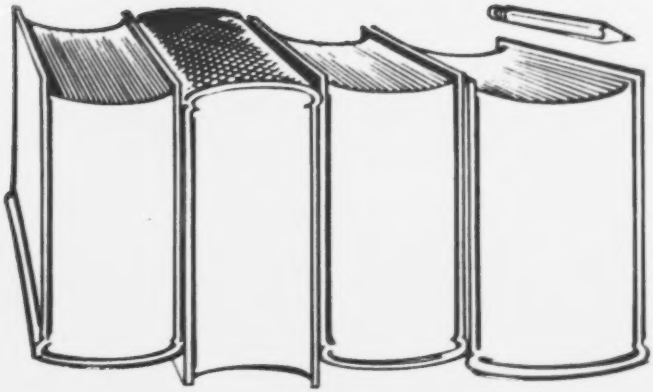
A. Example

Lack of agreement

1. His list of accomplishments grow longer each day.
2. If anyone wishes to leave, they may go now.

Double negative

1. He doesn't have hardly any money.
2. Mary can't bring no refreshments.



B. Have the students reach the exercise and correct any errors they find.

C. Discuss the corrections the students should have made.

D. Provide separate exercises on each different kind of usage error listed in the objective.

E. Correct and discuss the answer in class.

Specific Objective

6.2 Distinguish between connotations and denotations of words.

Words commonly confused

1. except, accept
2. then, than
3. your, you're
4. principal, principle
5. capital, capitol
6. affect, effect
7. among, between

Incorrect forms

good gooder goodest
or
good more good most good

Suggested Teaching Procedures

A. Provide sample sentences illustrating connotations and denotations of words.

B. Discuss the differences in the sample sentences.

C. Develop a list of synonyms for students to discuss connotative meaning.

D. Give students a list of words and have them identify words as positive, slightly negative, extremely negative.

Specific Objective

6.3 Use knowledge of roots and affixes to expand vocabulary.

Suggested Teaching Procedures

A. Instruct students to use prefixes and suffixes to expand vocabulary.

Teacher Notes

A. Example

She is a <u>woman</u> who is respected by her peers.
My old <u>woman</u> never has dinner ready on time.

C. 1. adventurous, foolhardy, rash
2. take, steal, liberate
3. story, lie, prevarication
4. runty, petite, little
5. fad, vogue, style

D.

slimy	nosy
curious	unknowing
ignorant	nag
bachelor girl	slick
horse	old maid
determined	stubborn

Teacher Notes

A. prefixes
a-, anti-, auto-, dis-, dia-, hyper-,hypo-, micro-, mono-, neo-, peri-, poly-, circum-, ex-, mal-

suffixes
-tion, -ful, -ist, -ive, -cide, -tude, -fy, -ism, -ize

Specific Objective

6.4 Write imitating style (parody).

Suggested Teaching Procedures

A. Define parody.

B. Provide a sample of a parody for the students to read.

roots
biblio-, chrono-, demos-, geo-, -logy, bio-, philo-, -ped, psycho-, tele-, theo-, port, tract

Teacher Notes

B. The Gettysburg Address in Eisenhowese

Oliver Jensen

I haven't checked these figures but 87 years ago, I think it was, a number of individuals organized a governmental set-up here in this country. I believe it covered certain Eastern areas, with this idea they were following up based on a sort of national independence arrangement and the program that every individual is just as good as any other individual. Well, now, of course, we are dealing with this big difference of opinion, civil disturbance you might say, although I don't like to appear to take sides or name any individuals, and the point is naturally to check up, by actual experience in the field, to see whether any governmental set-up with a basis like the one I was mentioning has any validity and find out whether that dedication by those early individuals will pay off in lasting values and things of that kind.

Well, here we are, at the scene where one of these disturbances between different sides got going. We want to pay our tribute to those loved ones, those departed individuals who made the supreme sacrifice here on the basis of their opinion about how this thing ought to be handled. And I would say this. It is absolutely in order to do this.

C. Select a fairy tale or story which all the students know.

D. Divide the class into groups and have each group rewrite a section of the story.

But if you look at the over-all picture of this, we can't pay any tribute-we can't sanctify this area, you might say-we can't hallow according to whatever individual creeds or faiths or sort of religious outlooks are involved like I said about this particular area. It was those individuals, who have given this religious character to the area. The way I see it, the rest of the world will not remember any statements issued here but it will never forget how these men put their shoulders to the wheel and carried this idea down the fairway.

Now frankly, our job, the living individuals' job here, is to pick up the burden and sink the pull they made these big efforts here for. It is our job to get on with the assignment and from these deceased fine individuals to take extra inspiration, you could call it, for the same theories about the set-up for which they made such a big contribution. We have to make up our minds right here and now, as I see it, that they didn't just make a dry run here, and that all of us here, under God, that is, the God of our choice, shall beef up this idea about freedom and liberty and those kind of arrangements, and that government of all individuals, by all individuals and for all the individuals, shall not pass out of the world picture.

Oliver Jensen, past editor of American Heritage, wrote this parody after being exposed to too many press conferences at the White House during the late 1950's.

from Parodies: An Anthology from Chaucer to Beerbohm and After, (New York, 1965), page 447.

E. Collect and combine each group's work.

F. Read the rewritten story to the class.

G. Assign each student a parody to write.

Specific Objective

6.5 Use irony and satire.

Suggested Teaching Procedures

A. Define irony and satire.

B. Provide sample writings of irony and satire for the students to read and discuss.

Teacher Notes

B. WHY WE NEED MORE WESTERNS ON TELEVISION

The other night I saw a wonderful western on television. It had just about everything you'd want - fast horses, handsome men, beautiful women, mean outlaws, sneaky Indians, waving grass, rolling plains, covered wagons, smoking pistols, hard liquor, torrid love, bitter tears, bloody death - just everything you could ask for, all packed together into one little hour, and early enough for the kids to see it, too. This program was really something and I think we need lots more just like it, because programs like that teach lots of things that everybody ought to know - things that help us in our everyday life, and at other times, too. I'll tell you what I mean.

Take making friends, for instance. Most people are pretty slow at this, but they don't have to be. This program showed that a person can make friends quickly if he really tries. There was a trail scout in this story and a Russian countess, and at the beginning, they didn't even know each other, but before the first commercial, which came about four minutes after they

they met, they were already lying in the grass and kissing, just as if they'd known each other for years. I think we should all take a lesson from this - it's sort of a symbol. A Russian and an American making love on the prairie under the sky. It has a lot of meaning to it.

Another thing about westerns is that they show the difference between good and bad people. After you watch a few westerns, it's pretty easy to tell which is which. The good men, for instance, seldom have beards or whiskers, and most of the bad men do. Also, the good man never shoots a person in the back - he waits until the person turns around to face him, which is the decent thing to do. On the other hand, bad men will shoot a man anywhere and will even shoot a woman or a dog sometimes. Speaking of women, there are good ones and bad ones, just like men. The good ones are usually married, while the bad ones usually aren't. The bad women usually wear real low-cut dresses or short ones, and the good women usually have on aprons; they might wear pretty light dresses (the young good ones, that is; the old good women wear loose dresses), but they're hardly ever cut low. All these things are very helpful to people watching the program, because they show right away whose side to be on. And just like knowing how to make friends quickly, it's very helpful in life to know whose side to be on.

One of the best things westerns teach is our country's history. I'll bet people with television sets know lots more about history than people without television sets, because westerns on television are just crammed with history. They tell how we had to fight the pagan Indians every step of the way to get them to give us this land so that we could really make something out of it. (We let them go on living here, after we won the land fair and square, and we even gave them special

C. Assign a composition in which the student will use irony and satire.

D. Collect and select the best work for duplication and distribution to the class.

General Objective

7.0 To select effective words

Specific Objective

7.1 Choose words to suit specific purposes.

areas called "reservations: to live on. They're real nice places - sort of like wild game preserves to keep animals from becoming what they call "extinct").

When you start thinking about all the advantages of watching westerns, it's pretty plain to see that we ought to have more of them. There has been a lot of progress made toward getting more westerns on television, and you can see a good western almost anytime except Sunday. Unfortunately, on Sunday afternoons there are things like symphony orchestras, documentary films, and panel discussions - real dull, long-hair stuff that most Americans wouldn't be interested in. The only good thing about Sunday is that before you know it, it's Monday again, and the beginning of a whole new week of interesting, educational, realistic, historical westerns. But friends, we've got to do something about Sunday afternoons.

Source:
McCrimmon, James M.
Writing with a Purpose.
(Fourth edition) pages 13-14.

Suggested Teaching Procedures

A. Define mood and tone.

B. Have students read a brief selection to determine the mood.

C. Tell students to underline the words which create the mood.

D. Given several moods, have students add words to suggest these moods.

E. Have students select a mood and make a list of at least ten words which would help to create the mood.

F. Have students write five sentences developing a mood from their ten word list.

or

Provide the students with a list of details and have them create a mood. Insist that the students use your details but add any others to create the mood they desire.

Teacher Notes

B. Have you ever walked through a great forest? The brown, sturdy columns of trees stand strong and timeless. The spread of soft carpet below is balanced by the leafy ceiling overhead. Nature's design is serene and orderly here. (Mood: peacefulness and dependability)

D.

Mood: sadness, depression
ache _____
lonely _____
weeping _____

Mood: happiness
_____
_____
_____

F. List of details

two stories
white frame construction
twenty big rooms
large lawn, with trees and scrubs
small barn
large porch
circular driveway

Wilbert J. Levy, Composition: Prewriting, Respoonse, Revision, pages 78-80.

G. Provide students with sample paragraphs for them to practice identifying tone.

H. Have students, working in small groups or individually, describe the classroom (or the school) as it might be seen by different people: a teacher, a principal, a successful student, a dissatisfied student and/or a custodian.

- Have each student or group develop a list of details they consider suitable for each "viewer."
- Have students share and compare their lists.
- Assign each student the task of writing three one-paragraph descriptions representing three different viewpoints.
- Select the best paragraphs to duplicate for the class to read.

Specific Objective

7.3 Use figurative language for vivid expression.

Suggested Teaching Procedures

A. Define simile, metaphor and analogy and provide the students with examples of each one.

Teacher Notes

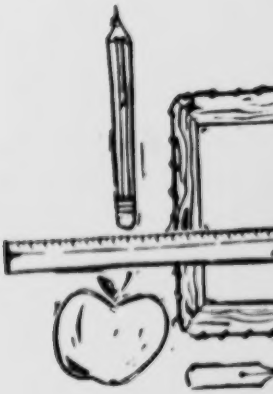
A. Simile: After the rainstorm water droplets hung like tiny ornaments from the pine's branches.

Metaphor: The fullback is a German tank.

Analogy: Its double doors were like whale jaws; its shiny black exterior like a leviathan not long away from the deep waters. Daily it swallows thousands of tiny creatures (a building compared with a whale).

B. Give the students several incomplete statements which they must complete using the figures of speech discussed.

C. Have the students write a paragraph which is an extended analogy.



General Objective

8.0 To compose paragraphs

Specific Objective

8.1 Construct a paragraph composed of an appropriate topic sentence and adequate supporting material using a variety of sentence patterns.

Suggested Teaching Procedures

A. Provide paragraphs and have students analyze them and point out the topic sentence in each paragraph.

B. 1. When you speak to me, I hear _____.
2. The full moon is _____.
3. My shoes are as big as _____.
4. Her hair is _____.
5. The ocean is _____.

C. Extended analogy

Compare the brain to a network of causes and tunnels or to something mechanical. Use several distinct metaphors and similes, but try to make the analogy consistent and coherent.

or

Using figurative language write a paragraph describing a piece of music you like. Try to explain how this music makes you feel.

Paul R. Stewart, et al., Keep to English Mastery, p. 139.

B. Discuss these topic sentences pointing out that this sentence is about <u>one</u> topic.

C. Distribute a list of topic sentences for the students to determine whether each one is too broad, too narrow or correct.

D. Provide students with a subject for them to develop into a topic sentence.

E. Have students write a list of specific details to support their topic sentences.

F. Assign students a paragraph to write using their topic sentences and supporting details.

G. Have students underline the topic sentence, number the supporting details and check the paragraphs for sentence variety.

Specific Objective

8.2 Write the four basic types of paragraphs (narrative, descriptive, expository, argumentative).

D. Self-discipline
Immature behavior
My favorite place
Unsafe driving
Schools of the future
The cafeteria after lunch
My car
My brother (or sister)
Cheerleaders

Suggested Teaching Procedures

A. Provide examples of narrative, descriptive, expository and argumentative paragraphs for students to analyze and discuss.

Teacher Notes

A. Narrative

The day I won the baseball game
My most embarrassing moment
My first date
My accident
The first day of school

Descriptive

My favorite room (or place)
An unforgettable game
My car
A walk in the woods
Breakfast is my favorite meal.

Expository

Some lessons are hard to learn.
A pet's diet should be varied.
Exercise improves health.
Their names suit their personalities.

Argumentative

A teenager needs a car.
Teenagers know what is best for them.
Why I need a job
Marijuana should be legalized.
Sports are a vital part of the high school curriculum

Specific Objective

8.3 Use various means of paragraph development (details, facts, anecdote, reasons, examples, comparison/contrast, definition, cause/effect, steps in a process).

Suggested Teaching Procedures

A. Provide students with examples of the various types of paragraph development.

Teacher Notes

A. Definition

COURAGE

What is courage: We know what it is not. It is not the foolhardiness of the stunt flyer, compulsively driven to a protracted, meaningless flirtation with death. Nor is it the lust for martyrdom that drives many to reject all tact, all gradualism in their hunger embrace of unpopular causes. Nor is it the blank, bright smile of the Pollyanna determined to see good everywhere. To be courageous is to go through the world with our eyes open, loving and respecting ourselves and our fellow men. Courage cannot plan the game of drawn shades. You know what I mean: we are tempted to choose the view from one window and deny the rest. The world wears many aspects, depending upon our point of view: courage beings when we can keep the shades up on all four sides of the house. Courage begins when we can admit that there is no life without some pain, some frustration; that there is no tragic accident to which we are immune. But courage goes on to see that the triumph of life is not in pain avoided, but in joys lived completely in the moment of their happening. Courage lies in never taking so much as a good meal or a day of health for granted. It lies in learning to be aware of our moments of happiness as

Composition

sharply as our moments of pain. Courage begins with honesty. But it must go on to learn the art of self-respect. We have not mastered courage until we feel that we have no more right to sacrifice ourselves to another than another to ourselves. Those who are courageous, who respect and do justice to themselves and all others, will be forever free. Source unknown.

Cause/Effect

The National Commission on Diabetes, a panel appointed by Congress to study the problem, reported in 1975 that diabetes and its complications cause more than 300,000 deaths in the United States each year, making it the third leading cause of death, behind heart disease and cancer. The number of diabetics in the United States is doubling every fifteen years. A newborn child now faces a 1-in-5 chance of developing diabetes. Ironically, this increase is a direct result of improvements in the treatment of the disease. Diabetics who once might have died young or during periods of stress, such as giving birth, are now living relatively normal lives. They are bearing children who are more likely to develop diabetes.

Thomas H. Maugh II, "The Two Faces of Diabetes," Science Year, 1978.

Details

It is "deep-freezing" that has really rung down the curtain on American cookery. Nothing is improved by the process. I have yet to taste a deep-frozen victual that measures up, in flavor, to the fresh, unfrosted original. And most foods, cooked or uncooked, are

destroyed in the deep freeze for all people of sense and sensibility. Vegetables with crisp and crackling texture emerge as mush, slippery and stringy as hair nets simmered in Vaseline. The essential oils that make peas peas - and cabbage cabbage - must undergo fission and fusion in freezers. Anyhow, they vanish. Some meats turn to leather. Others to wood pulp. Everything, pretty much, tastes like the mosses of tundra, dug up in midwinter. Even the appearance changes, often-times. Handsome comestibles you put down in the summer come out looking very much like the corpses of woolly mammoths recovered from the last Ice Age.

- Philip Wylie

Anecdote

Thelma Gray and Lucy Taylor, both fifteen years old and known for their adventurous spirits, said goodbye to their mothers on a sunny morning in May, 1976, and set out for their bus stop at the corner. They were invited to a picnic and swimming party at a suburban park a few miles away. Clutching their bathing suits and bright beach towels, they hurried toward a fun-filled day with their friends. Thelma and Lucy, however, never reached that park and never saw their friends again. By nightfall their bodies had been found beside a seldom used road in an isolated area of the country near the park. Both had been bludgeoned to death. Police, reconstructing the young women's last day, determined that they were two more on a growing list of girls who had decided to hitch-hike and who had paid the ultimate price for their decisions. Chief of Police Erwin T. Miller had tears in his eyes as he announced the cause of the teenagers' deaths and

pleaded with other girls to heed police warnings against hitch-hiking. "People," he said, "who accept rides with strangers run the risk of losing their lives in the same tragic manner as these two poor girls." Source unknown.

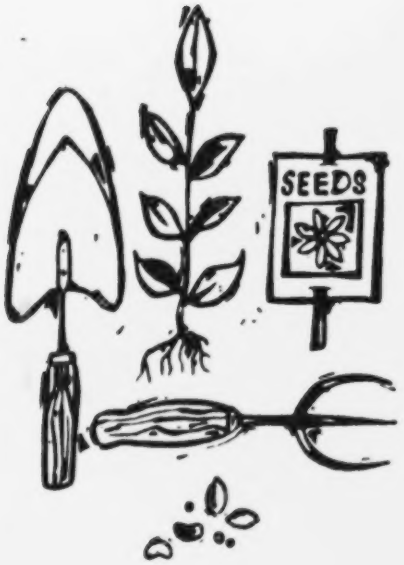
Comparison/Contrast

The airplane still lacks the secret quality which makes a car so easy to drive - the tendency to go straight unless *commanded* to turn. You have to *make* a car turn by considerable force on the wheel; to keep it turning, you have to keep holding the wheel deflected; and the moment you release the wheel, the car straightens out. The airplane now has the same stability *on the ground*, but not yet in the air. In flight, the airplane always wants to go into a turn, unprovoked by the pilot, to one side or the other. And it won't come out of itself: if allowed its head, it goes into a descending spiral. So, to fly straight, the pilot must nudge the airplane every few seconds by small but positive actions on the controls. If he looks down at his map a little too long, he will, on looking up, find himself in a banked turn, nose-down.

Wolfgang Langewiesche

Paragraph Developed by Examples

Topic sentence	To most Hollywood executives, the safest stories still seem to be those which do the people's dreaming for them. Revered
Restatements of topic sentence	by experts, a silent star once summed it up. Away from your troubles, away from your punch-in-punch-out monotony, you sit here in the enveloping darkness and let


SEEDS

Example 1 DeMille or some other genius of mediocrity spin out for you a million-dollar dream. The homely

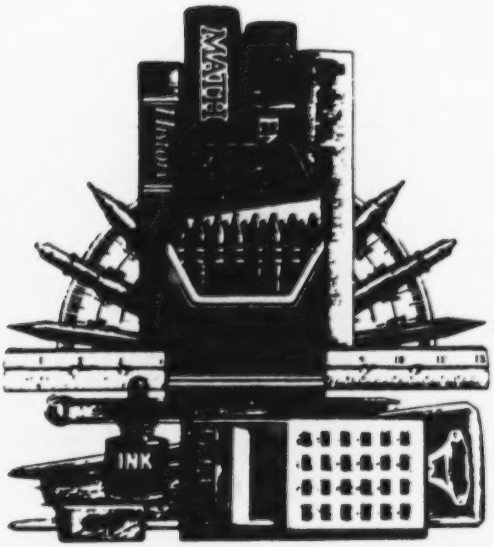
Example 2 secretary takes off her glasses and blossoms into a beautiful woman and ideal mate for the boss. The rich and spoiled but beautiful heiress meets her match in an even more headstrong man of

Further examples the people. The efficient and successful career woman who has forgotten that she is a woman is reminded of the fact by a forceful gent who puts her back in the home, where, it turns out, she wanted to be all along. Just in nick of time, the villain is caught, the game is won, the show goes on.

Budd Schulberg

Steps In A Process

Transplanting seedlings need not be a traumatic experience for either the seedling or the beginning gardener. Small plants, like small children, are remarkably hardy and resilient, and capable of withstanding all sorts of shocks to their systems. A very few simple procedures will help your plants come through transplanting successfully. You should only transplant your seedlings when it is cloudy or overcast or after the sun has set. Too much heat is hard for them to take when they are already undergoing strain. Strain is considerably reduced, also, if you take up each plant in a trowel-full of its own soil and set it down in a hole big enough to receive a cup or so of water and all the soil you have kept pressed around the plant's roots. When you have pressed the plant firmly



B. Provide students with a list of topic sentences and have the students determine the best method of development for each topic sentence.

into place and given it another watering, your job is done. You need not fret if the plant looks a little spindly and droopy; next morning, after a quiet night's rest in its new spot, your plant will look healthier and sturdier than ever.

Facts, Reasons

Broad Street needs to be cleaned up. Empty beer cans, candy wrappers, popsicle sticks, used tissues, and torn old newspapers fill the gutters along the entire ten-mile length of the street. The walls of the buildings are covered with multi-colored, dust-covered graffiti and chalk markings. Dog droppings have made the sidewalks into an obstacle course for people and animals alike. The three blocks between Elm and Main Streets are particularly disgusting, with piles of decaying garbage and discarded furniture lining the sidewalks. Smelling like a foul garbage dump, the rotting food sickens people even if they have strong stomachs, and the sight of old broken chairs, split mattresses, and cracked mirrors depresses everyone who walks by. The worst spot of all is in front of the old Calcite Supermarket where two abandoned cars stand, their tires gone, their windshields broken, and their seats torn into pieces. These rusty tin buckets provide an ideal home for the three wild dogs that roam the street daily, looking for food and scaring passersby. Surely this filthy street deserves care from a city that can trace its beginnings to 1890 when Broad Street was the only paved street in town.

Troyka, Lynn, Steps in Composition, Prentice-Hall, New Jersey, 1979.

C. In groups or individually design students a topic sentence and have them list supporting details.

D. Have students use their lists to develop a paragraph.

E. Collect finished paragraphs to duplicate for classwork and discussion.

Specific Objective

8.4 Use transitions to achieve coherence.

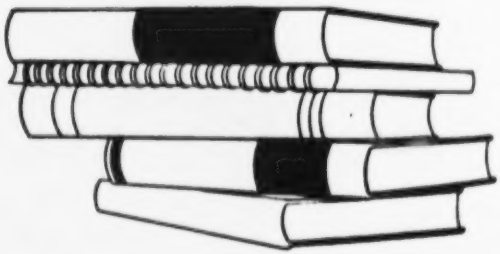
Suggested Teaching Procedures

A. Use a transparency of a well-written paragraph to discuss.

B. Instruct the student on the use of synonyms for words and ideas in preceding sentence.

C. Instruct the use of pronouns which refer to words in preceding sentences.

D. Instruct on the use of connectives between sentences.



Teacher Notes

D. WORDS OF TRANSITION

Directions: Two steps should be used when you consult this list. First, determine the type of signal you need. Next, select from that signal group the word which is most appropriate to the meaning of your sentences.

TYPE OF SIGNAL	*WORDS TO USE; SIGNAL GROUP*
To signal an addition	in addition, furthermore, moreover, also, equally important

Aa Bb
ee
eat

To signal an example	for example, for instance, thus, in other words, as an illustration, in particular
To signal a suggestion	for this purpose, to this end, with this object
To signal emphasis	indeed, truly, again, to repeat, in fact
To signal granting a point	while it may be true, in spite of this
To signal a summary	in summary, in conclusion, therefore, finally, consequently, thus, accordingly, in short, in brief, as a result, on the whole
To signal the development of sequence	*VALUE SEQUENCE*: first, second, secondly, third, thirdly, next, last, finally
	TIME SEQUENCE: then, afterward, next, subsequently, previously, first, second, at last, meanwhile, in the meantime, immediately, soon, at length, yesterday, today, tomorrow, eventually
	SPACE SEQUENCE: above, across, under, beyond, below, nearby, nearer, opposite to, adjacent to, to the left/right, in the foreground, in the background

E. Provide a list of connectives for student reference.

F. Have the students write a paragraph (or use a previously written paragraph) underlining the transitional devices within it.

Specific Objective

8.5 Maintain unity.

Suggested Teaching Procedures

A. Discuss the fact that all sentences have a relationship to each other and to the main idea.

To signal a relationship	
	SIMILARITY: similarly, likewise, in like manner
	CONTRAST: in contrast to, however, but, still, nevertheless, yet, conversely, notwithstanding, on the other hand, on the contrary, at the same time, while this may be true
	CAUSE AND EFFECT: consequently, because, since, therefore, accordingly, thus, hence, due to, as a result

Chart taken from
Lynn Troyka and Jerrold Nudelman,
Steps in Composition, p. 303.

B. Provide exercises for students to read and select the item which does not belong.

C. Discuss chronological order, spatial order and order of importance as methods of paragraph development.

D. Divide the class into groups assigning each group a different method of development.

E. Collect paragraphs and select the best examples to xerox for class discussion purposes.

General Objective

9.0 To structure a multi-paragraph composition

NOTE: Some expository multi-paragraph compositions require research; therefore, two procedures are listed for some of the objectives.

B. A paragraph about the English novelist Fanny Burney

Cross out the detail which does not belong:

1. One of the earliest novelists born in 1752
2. First novels, Eveline and Cecilia, both very successful
3. Father, Charles Burney, a collector of valuable books
4. Her letters and diary of interest to most modern readers
5. Later works, Camilla and The Wanderer, less popular

(Student would eliminate #3 as the detail which did not belong.)

*Source of model unknown.

Specific Objective

9.1 Select and limit a topic.

Suggested Teaching Proceudres

A. "Brainstorm" the class to arrive at a topic which interests the class.

B. Guide the students in an exercise to narrow the topic to suit essay requirements.

C. Assign example sentences to determine whether as topics they would be too broad, too narrow, or adequate for the length of the assignment.

D. Discuss the characteristics of a thesis statement.

- Assign statements to determine if they have a controlling attitude.
- Divide the class into groups and have students write thesis statements for their topics.
- Ask the class to vote on or select the best thesis for a class essay.

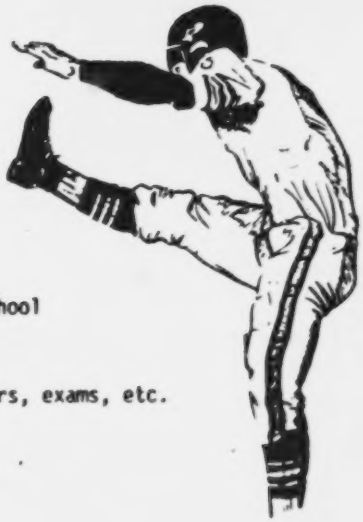
Specific Objective

9.2 Gather information and take notes on the topic.

Suggested Teaching Procedures

A. Divide the class into groups to list ideas which support their thesis.

or



Teacher Notes

A. Example: high school

B. Athletics, teachers, exams, etc.

D. Thesis: Athletics plays an important part in the development of leadership qualities.

Instruct the class on notetaking procedures

- Discuss the use of various library resources. (Example, Reader's Guide to Periodical Literature, card catalogue)
- Discuss paraphrasing techniques and the avoidance of plagiarism.
- Discuss methods for writing a preliminary outline.
- Discuss methods of writing bibliographical notations.
- Monitor class's notetaking to encourage that they follow procedures correctly.

Specific Objective

9.3 Construct an outline for a first draft.

Suggested Teaching Procedures

A. Instruct the groups to contribute the ideas with which to develop their thesis.

B. Guide the class to group their ideas into categories.

C. Discuss samples of topical and sentence outlines.

D. Discuss formal, punctuation and parallel structure in outlines.

E. Divide the class in half. Assign half of the class topics outlines to write; assign the other half sentence outlines.

Teacher Notes

E. Topic Outline

How Bricks Are Made

I. Forming the bricks
   A. Stiff-mud process
      1. Has most water added clay
      2. Used for back-of-wall bricks
      3. Used for machine-made bricks

C. Instruct students to use their notes to write a final outline (adding or deleting information from the preliminary outline).

Specific Objective

9.4 Compose a first draft based on the preliminary material.

Suggested Teaching Procedures

A. Divide the class into groups of three or four; assign a section of the body of the essay to each group. (Several groups will work on the same section.)

B. Collect completed sections to duplicate and discuss the adequacy of the details and examples used to support each section.

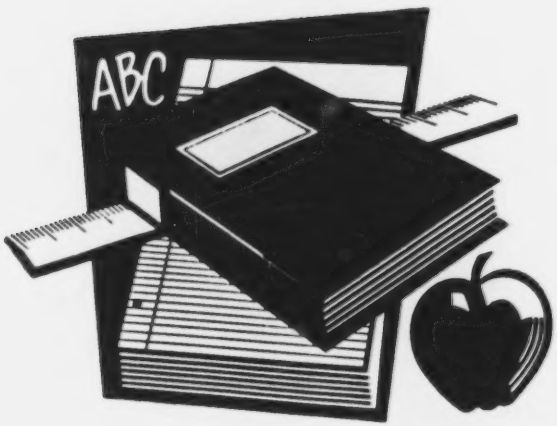
B. Soft-mud process
   1. Has less water added to clay
   2. Use for face bricks

C. Dry-press process
   1. Has least water added to clay
   2. Used for face bricks

II. Drying the bricks
   A. Heated to remove water
   B. Heated from one day to six weeks

III. Firing the bricks
   A. Stacked in kiln
   B. Burned to make brick strong

Source unknown.



C. Select the best first draft of each section for the class essay

or

Assign the students the task of writing a first draft by using the outline as a guide.

Specific Objective

9.5 Make corrections on the first draft to achieve clarity, variety, coherence, unity, conciseness, and grammatical correctness.

Suggested Teaching Procedures

A. List the above terms on the board and review the importance of each area. (Grammatical correctness will include spelling, mechanics, parallel structure, and agreement.)

B. Select one paragraph from the class essay and improve it; distribute copies and discuss.

C. Select another paragraph and guide the class in a discussion of how to improve it.

D. Assign another paragraph for individuals to rewrite.

E. Select the best revisions for the class essay.

or

A. Request each student to hand in a copy of one section of his paper.

B. Make revisions on one example.

C. Distribute the revised section.

D. Divide the class into groups and assign each group the task of revising the remaining sections.

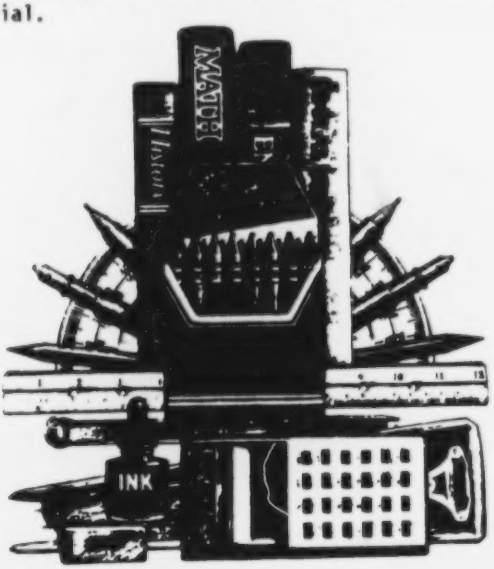
E. Monitor revisions.

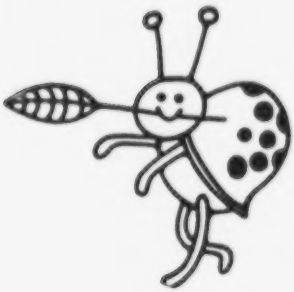
Specific Objective

9.6 Write appropriate introductory and concluding material for the entire composition.

Suggested Teaching Procedures

A. Discuss the purposes of introductory and concluding material.





Teacher Notes

A. Introductions

1. Emphasize the importance of the topic.
2. Ask a provocative question.
3. Use an appropriate quotation.
4. State the divisions of the topic.
5. Use a stimulating incident or anecdote.

Conclusions

1. Make a plea for change.
2. Draw conclusions from what has been written.
3. Summarize the main points of the essay.

FROM:

Lynn Froyka and Jerrold Nudleman, Steps to Composition, pages 203-206.

B. Discuss various methods of writing introductory and concluding paragraphs through the use of models.

C. Group the students and assign them to write introductions and conclusions for the class essay. Each group will be assigned a different technique to develop.

D. Distribute copies of the group work and decide on the best example for the class essay.

or

A. Discuss the purposes of introductory and concluding material.

B. Using models discuss the various techniques which can be used.

C. Give the class a thesis statement and outline and assign an introduction and conclusion to be written using any technique.

D. Compare the results with the class.

Specific Objective

9.7 Compose an appropriate title.

C. Common Introductory Methods

1. Brief story
2. Funnel
3. Contrast
4. Outline
5. Reference to a famous story
6. Series of questions
7. Question/answer
8. Quote
9. Shocking facts and/or statistics

Suggested Teaching Procedures

A. Discuss the purpose and importance of titles.

B. Discuss the difference between a thesis and a title.

C. Discuss the qualities of a good title.

D. Provide a list of titles for class evaluation.

E. Assign each student a title to write for the class essay.

F. Collect individuals' titles, make copies and distribute for class evaluation.

G. Select the best title for the class story.

Specific Objective

9.8 Prepare documentation and bibliography according to a prescribed guide when necessary.

Suggested Teaching Procedures

A. Instruct the class on the purpose of the footnote while showing its relationship to notetaking.

B. Demonstrate when and how to footnote (using a paragraph from a student rough draft).

C. Show examples of the footnote and its abbreviated form.

Teacher Notes

D. Review the various styles of footnoting through examples.

E. Assign a style for the class to use.

F. Instruct the class on the purpose of a bibliography.

G. Discuss the format and mechanics of a bibliography through an example.

H. Assign an exercise in correcting a bibliography which contains errors.

Specific Objective

9.9 Prepare a final copy incorporating all the changes made in the composition process.

Suggested Teaching Procedures

A. Discuss the final format for the essay.

B. Assign each student the task of writing "the final copy" of the class essay.

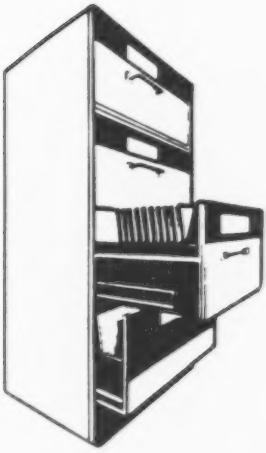
C. Select one or two to copy and distribute for the students' future reference.

or

A. Discuss the format for the research project.

B. Have each student write "a final copy."

C. Have students exchange papers to review.



Teacher Notes

General Objective

10.0 To practice a variety of composition forms

Specific Objective

10.1 Complete occupational/vocational forms (business letter, report, application letter, memo, essay question/answer).

Suggested Teaching Procedures

A. Provide students with all the sample forms listed above.

B. Have students fill out several different kinds of applications.

C. Give students a situation on which they have to write a report and a memo.

D. Provide students several essay questions which might occur on applications or forms.

E. Discuss how students should approach answering these questions.

F. Have students write answers to essay questions.

G. Collect and discuss all student work.

Specific Objective

10.2 Write for personal expression (personal letter, diary or journal entries).

Teacher Notes

Suggested Teaching Procedures

A. Have students write letters to other students (preferably in other classes or other schools) on a monthly basis.

B. Instruct students on the correct format of personal letters and insist that they practice that format in their letters.

C. Have students keep a journal of their daily or weekly activities. Require students to write as many details as possible thus making interesting reading for themselves at some later time.

Specific Objective

10.3 Write creative compositions (poetry, informal essay, short story, drama).

Suggested Teaching Procedures

A. Provide students with an opportunity to experiment with creative writing.

Teacher Notes

B. Instruct students in simple poetic forms - limerick, blank verse, free verse, haiku, quatrain.

C. Provide examples of each of the poetic forms for students to analyze and discuss.

D. Instruct students on the importance of sounds, rhythm and rhyme in poetry.

E. Select a poem for students to count meters, mark rhyming words and identify "sound words" (i.e. - alliteration, onomatopoeia).

F. Have students write a poem in the form of their choice.

G. Have students write a short story or a drama. Make sure students consider setting, character dialogue, character action, relationships of characters, and plot.

Specific Objective

10.4 Write critical analyses, reviews, reports editorials.

Suggested Teaching Procedures

A. Assign students the task of collecting critiques, reviews and editorials.

B. Use students' collection as a point for discussion of the purpose and style of critical writing.

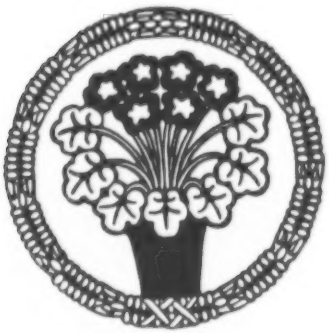
B. Example of Haiku Poetry

There a beggar goes!
Heaven and earth he's wearing
For his summer clothes.

Qualities of Haiku

1. Depends on imagery.
2. Is condensed; unnecessary words are left out.
3. Concerned with emotions; nature reflects the emotion.
4. Relies heavily on power of suggestion.

From McDougal, Littell, Literature (Blue Level), Evanston, Illinois, 1987.



C. Using previously read literature, have students select a literary work to analyze together as a group.

D. Guide the students into selecting some aspect (or aspects) of the work to analyze (i.e. character development, setting, tone, mood, theme, etc.).

E. Discuss all aspects of the literary work and have the students take notes.

F. Using their notes, have students write a critical analysis of the literary work.

or

A. Have the students select a school issue about which they feel strongly.

B. Assign an editorial for students to write concerning this issue.

C. Collect student assignments, select the best ones for discussion.

Specific Objective

10.5 Write a research paper.

Suggested Teaching Procedures

A. Discuss the similarities of a research paper to other multi-paragraph essays.

B. Explain that there are several styles and formats; specify the format expected in his/her class.

C. Provide the students with a list of research topics.

D. Have students narrow their selection topics to suit the paper's requirement. Write thesis statements and begin constructing a working outline.

E. Instruct students on notetaking procedures pointing out the relationship between notecards, footnotes and bibliographical information.

F. Review footnote format using a transparency.

G. Review the format of a bibliography using models or transparency.

H. Point out the differences in footnotes and bibliographical notations stressing the purpose of each of these in a research paper.

I. Review library resources.

J. Specify the number of sources the student must use in his paper.

K. Take students to the library for research work. Caution students against plagiarism.

L. Monitor student notetaking and guide students to source materials if necessary. (Notetaking will take two to three weeks depending on the essay requirements.)

M. During the notetaking have students revise and refine outlines.

N. When notetaking is completed, have students return to class to begin their first drafts.

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From Martin & Kroiter, Writing Word Theme, Prentice Hall, New Jersey, 1980.

O. Provide a model of a completed research paper for students to use as a reference for their final copy. This paper should contain a title page, an outline, the body of essay, a footnote page and a bibliography.

P. Have students complete the final draft of their research project.

#4058i(p 72 - 100)
#4116i(p. 1 - 22)

D. LITERATURE STRAND (Grades 9-12)

General Objective

1.0 To understand literary concepts

Specific Objective

1.1 Distinguish between major and minor characters and between protagonist and antagonist.

Suggested Teaching Procedures

A. Explain the types, characteristics, and roles of major and characters.

B. Use short samples from fiction to point out the author's description of round and flat characters, static and dynami characters, foils and stereotypes.

C. Write short original passages which illustrate the traits of major and minor characters.

Teacher Notes

minor

c

B. Quietly he tracked her, and his brain was red with anger... Her arm was up to throw when he leaped at her and caught her arm and wrenched the pearl from her. He struck her in the face with his clenched fist and she fell among the bolders, and he kicked her in the side.

from The Pearl, John Steinbeck

(This example reveals a round character. He is complex possessing many personality traits. He is a loving husband and father but he can become violent as well.)

C. Label the following example as static or dynamic, flat or round, stereotype, foil.

After a summer of working at the Clemens Home for Retarded Children, Nancy transformed from a self-centered snob into a sensitive, loving young woman.
(dynamic)

D. Assign students the task of identifying the illustrations.

E. Examine a complete piece of fiction with the class pointing the use of major and minor characters.

F. Define the terms protagonist and antagonist.

G. Examine recent movies and ask students to identify the protagonist and antagonist.

H. Conduct role playing situations illustrating the roles of th protagonist and antagonist.

I. Explain the roles, motives and interactions of the protagoni and antagonist as found in a full length piece of fiction.

Specific Objective

1.2 Determine methods of characterization.

Suggested Teaching Procedures

A. Discuss with the class ways we make judgments about a new student in school.

B. Explain the similarities between people and some fictional characters.

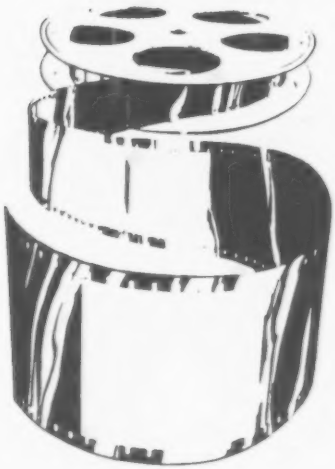
C. List methods used by an author to develop a character.

F. Protagonist - the main character in a play, story, or novel

Antagonist - the person who fights or struggles against another person

C. An author reveals character through what the character says, does and thinks - through physical appearance, through what the author states directly.

D. Show examples from fiction for the methods of characterizatio



E. Guide the class in the writing of a character sketch after the class has read a long piece of fiction.

Specific Objective

1.3 Identify plot (sequence of events) and plot structure (exposition, rising action/complication, climax, and resolution).

Suggested Teaching Procedures

A. Define terms which pertain to plot and plot structure.

D. Appearance suggests: Marfa, the cook, a red-faced woman whose figure was like a balloon with a belt around it, bustled near the tables.

from "A Slander"
Anton Cheknov

Speech reveals personality, mood, background: "'Tures hard to lose him; I do seem to miss John," said the father sadly. "I expect there was reasons why 'twas best. I feel able an' smart to work' my father was a girt, (great) strong man, an' a monstrous worker afore me."

Other methods include:

Actions and Choices
Thoughts
What other characters say about him or her
Content of what the character says

Teacher Notes

A. Exposition - This is the beginning of a story, novel or drama. In this section of the plot, characters are introduced and information about their backgrounds and present situations is given.

B. Illustrate the terms in the form of a chart.

C. Illustrate the terms through the use of a familiar story as Little Red Riding Hood.

D. Examine with the class a longer piece of fiction for the plot structure.

Specific Objective

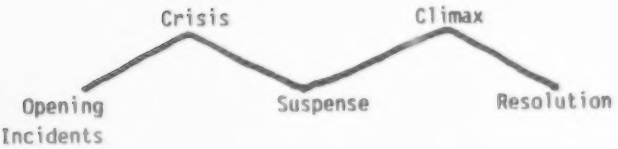
1.4 Explain imagery.

Rising Action - That section of a plot in which the conflict is developed. It leads to the climax.

Climax - The point of greatest emotional impact in a story or drama. It is also the turning point in the action. The point at which the outcome of the conflict is determined.

Resolution - This is the action following the climax of a plot; the outcome of a plot. It presents the solution to the problem raised, it answers the questions posed, and it resolves the conflict in the story or play.

B.



Conflict
Development

Suggested Teaching Procedures

A. Define imagery.

B. Explain the use of imagery in examples of poetry.

C. Have the students supply examples of imagery.

D. Explain the use and importance of imagery in a larger piece of fiction.

Teacher Notes

A. Images are words or representations that appeal to one of the five senses. An image creates a picture or suggests a sensation of sound, smell, taste, or touch. An image is always concrete, never abstract.

C. Complete the chart with Images

	Attending a funeral	Walking on the boardwalk at a resort	Attending a football game
Sight			
Sound			
Taste			
Touch			
Smell			

Specific Objective

1.5 Identify symbolism.

Suggested Teaching Procedures

A. Define symbolism and discuss uses in daily living.

B. Define literary symbolism and discuss common uses.

C. Discuss types of symbols: person, place, object, actions or experiences through examples.

D. Assign students examples of the types of symbols to tell what they symbolize (example: policeman - law and order).

E. Discuss how the meaning attached to a symbol may vary according to a person's experience (example: policeman - fear).

F. Assign the task of interpreting symbols found in a piece of literature and analyzing their value to the literature's worth.

Teacher Notes

A. Symbolism is the use of one object to represent or suggest another. A symbol is something that stands for or represents an idea, quality, condition, or other abstraction.

D. policeman - (law and order)

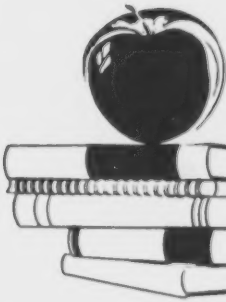
roses - (love)

dove - (peace)

wink of the eye - (agreement, flirtation)

E. policeman - fear, anger, threat

G. Examine short literary passages and discuss symbols.



Specific Objective

1.6 Differentiate among comedy, tragedy and satire.

Suggested Teaching Procedures

A. Define comedy, tragedy and satire.

G. The joy of the holiday was mirrored in the little picture. They (the daughters) did not know why their father was so pleased with it; they would not know until age had dowered (endowed) them with the riches of association and remembrance."

from "The Hiltons' Holiday", Sarah Orne Jewett

(The photograph is a symbol of the joy, and love the father feels.)

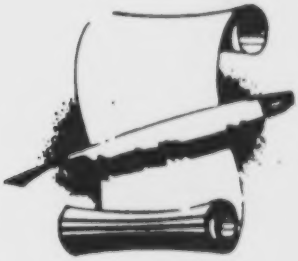
Teacher Notes

A. Comedy - A lighter form of literature/drama which aims primarily to amuse and which ends happily.

Tragedy - A drama which recounts a series of events culminating in an unhappy catastrophe. It is treated seriously and with dignity. It arouses emotions such as pity and fear in the audience.

Satire - A literary manner which blends a critical attitude with humor and wit for the purpose that human institutions or humanity may be improved.

B. Explain their historical foundations.



C. Point out examples of comedy, tragedy and satire as viewed on television and in movies.

D. Explain the differences among the three.

E. Lecture on well-known dramatists and their works which fit each category.

B. Independent project:

View a literary selection in its historical context.

a. Choose an historical period, i.e. 18th Century.

b. Identify 2 or 3 characteristics of the period, e.g., optimisin, reason, order.

c. Select a representative work of literature, i.e., Franklin's Autobiography.

d. Discuss, outline and write a essay demonstrating the way literature reflects the characteristics citing textual justification.

D. Possible choices:

Satire: Arms and the Man, Shaw

Tragedy: Romeo and Juliet, Shakespeare

Comedy: The Importance of Being Earnest, Wilde

or

Arsenic and Old Lace, Kesseling

F. Guide the class in oral interpretations of scenes from each type.

G. Have the class read an example of each type.

H. Have the class write an essay defending the classification of each work.

Specific Objective

1.7 Identify the characteristics of major literary movements (Romanticism, Realism, Transcendentalism, Naturalism, Puritanism, Existentialism, Absurdism).

Suggested Teaching Procedures

A. Define each literary movement and explain the historical implication of each one.

B. Discuss writers and works which typify each movement.

Teacher Notes

B. Romanticism - literature which portrays the uncommon, dealing with extraordinary people and unusual experiences.

Writings of James Fenimore Cooper
Leatherstocking Tales, The Deerslayer

Realism - literature which represents ordinary people in everyday life.

Writings of Sherwood Anderson, Winesburg, Ohio

Transcendentalism - literature which reflects the concept that within human beings there is an insight or intuition which transcends sensory experience and logic and makes it possible to recognize universal truths.
Writings of Henry David Thoreau
Excerpts from Walden

Naturalism - literature that depicts events as rigidly determined by the forces of heredity and environment. The word can be explained through cause and effect relationships.
Writings of Stephen Crane,
The Red Badge of Courage

Puritanism - literature which reflects the attitudes of Colonial America, strong relgious belief, simple and stern lifestyles and a fervor for independence.
Writings of Edward Taylor, "Housewifery"

Existentialism - literature which reflects the concepl that we and things in general exist, but that these things have no meaning for us except as we through acting upon them can create meaning. "I think; therefore, I exist." (Decartes)
Writings of Camus, The Stranger

Absurdism - literature which violates conventional forms of theme, plot, and characterization. Absurdists feel that language is deteriorating in a mechanized world. Communication is meaningless; life seems meaningless.
Writings of Albee, The Sand Box

C. Select for class analysis a literary example of each movement.

D. Assign the task of a comparison/contrast composition on two movements.

General Objective

2.0 To understand the structure of literary selections

Specific Objective

2.1 Identify the four forms of discourse (narration, description, exposition, argumentation).

Suggested Teaching Procedures

A. Define the four forms of discourse in terms of purpose.

B. Explain where each type may be found.

C. Show examples of each type.

D. Explain through examples how several forms may be used within a work to achieve a single purpose.

E. Have students identify examples according to their type.

Teacher Notes

A. An expository essay using an anecdote or description in the introduction.

An argumentative essay using a short narrative to illustrate a point.

A portion of a short story which depends upon description for effect and meanings.

Specific Objective

2.2 Distinguish among prose forms (short story, novel, drama, essay, biography).

Suggested Teaching Procedures

A. Define each prose form.

B. Assign the reading of an example of each type.

C. Compare and contrast the structure and purpose of each type.

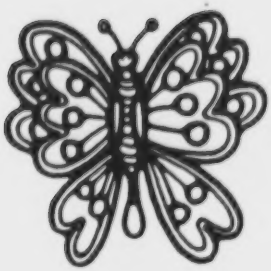
D. List well-known examples from a specific time period.

Specific Objective

2.3 Identify the three basic kinds of poetry: narrative, lyric, and dramatic.

Suggested Teaching Procedures

A. Define narrative, lyric and dramatic poetry.



Teacher Notes

A. Narrative poetry - a long or short poem which tells a story. (Epics and ballads; "Annabel Lee", Edgar Allen Poe)

Lyric poetry - a brief subjective poem strongly marked by imagination, melody and emotion, creating for the reader a single unified impression. (Hymns, sonnets and songs: "Death, Be Not Proud", John Donne)

Dramatic Poetry - poetry which stresses emotional conflict and tense situations. ("Love Song of J. Alfred Prufrock", T.S. Eliot)

B. Read aloud an example of each kind.

C. Point out the qualities that make each example fit its classification.

D. Have students read an example of each type.

E. Have students answer prepared questions concerning the meaning and emotional impact of each poem.

F. Assign students three poems of different styles and have the students label the poems according to type.

Specific Objective

2.4 Identify the characteristics of drama.

Suggested Teaching Procedures

A. Review how drama differs from other literary forms in terms of structure.

B. Read aloud and act out a portion of a drama to demonstrate how it must be heard and seen to be appreciated.

C. Compare the similarities of drama to the novel or short story.

D. Define terms unique to drama.

E. Explain the historical background of drama.

F. Review the difference between comedy and tragedy.

SHAKESPEARE

G. List the techniques which are used to create comedy.

H. List the types of comedy.

I. List the broad conflicts used by tragic dramatists.

J. Have students list television and movie dramas which represent tragedy and comedy.

K. Have students read an example of comedy and tragedy.

L. Have the students identify the methods used to create comedy.

G. Methods used to achieve comedy:

Exaggeration
Incongruity
Anticipation
Ambiguity
Recognition
Protection
Relief

H. Types of comedy:

Farce
Melodrama
High comedy
Sentimental comedy
Social drama

I. Broad conflicts of tragedy:

Man vs. Environment
Man vs. Man
Man vs. Himself
Man vs. Society
Love vs. Hate
Good vs. Evil

M. Have the students identify the broad conflicts to the specific situation in the tragedy.

N. Have students give oral interpretations of comedy and tragedy.

O. List major dramatists and their works.

General Objective

3.0 To understand the use of language

Specific Objective

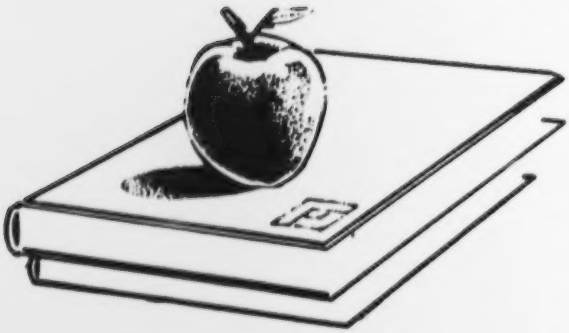
3.1 Identify figurative and symbolic language (hyperbole, allegory).

Suggested Teaching Procedures

A. Define figurative language.

B. List examples used in daily speech.

C. List types and define with examples.



Teacher Notes

B. How do we label a person's lifestyle if it is very active and reckless? (Life in the fast lane)

C. Simile - a comparison using "like" or "as".

"The world is like a stage,
with all the people as actors."

Macbeth by Shakespeare

Metaphor - a less direct comparison of two essentially unlike things.

The poet is a magician with words.

D. Have students compile a notebook of labeled examples.

E. Point out examples in poetry and prose.

F. Have students write original examples.

G. Have students identify types from examples.

H. Have students analyze a poem for figures of speech and explain their importance to the feeling and meaning of the poem.

I. Define allegory and list the types.

Personfication - attributes human characteristics to a creature, idea, or object.

Curiosity teased the boy into reading his sister's diary.

Hyperbole - exaggeration is used without intent of literal persuasion.

"No; this my hand will rather. The multitudinous seas incarnadine, making the green one red.
Shakespeare, Macbeth

1. Allegory - narrative in either verse or prose in which characters, action, and sometimes setting represent abstract concepts apart from the literal meaning of a story. "Young Goodman Brown", Hawthorne

Symbol - use of objects or events to represent something other than themselves. "The Chamber Nautilus", Holmes. (Shell is a symbol for the soul of the animal within.)

J. Explain the difference between allegory and symbolism.

K. Have students list common symbols from everyday life and their mythological origin.

L. Have students read an allegory and find reasons for its classification.

M. Have students identify symbols in poetry and explain their importance.

Specific Objective

3.2 Identify sound devices (assonance, consonance).

Suggested Teaching Procedures

A. Define various sound devices through the use of examples.

Teacher Notes

A. Alliteration - repetition of similar consonant sounds

Lazy living led Leonard to loath labor.

Assonance - repetition of similar vowel sounds.

Ike wanted to buy a bicycle tire.

Rhyme - repetition of accented vowel sound and all succeeding sounds

June/spoon

Consonance - (half rhyme or slant rhyme) The use at the ends of verses of words in which the final consonants in the stressed syllables agree but the vowels that precede them differ

born/burn

B. Explain their importance in prose and poetry.

C. Point out their use in prose and poetry.

D. Have the students write original examples.

E. Have students identify examples.

F. Have students analyze a poem and identify the sound devices and explain their importance.

Specific Objective

3.3 Identify semantic usage (connotation, denotation, and euphemism).

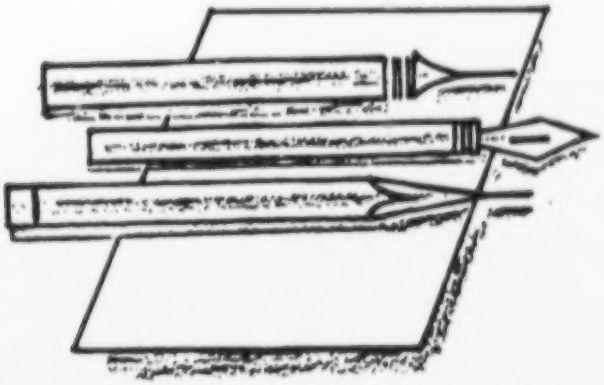
Suggested Teaching Procedures

A. Define semantics.

B. Define connotation, denotation, and euphemism.

Onomatopoeia - use of words whose pronunciation suggest their meaning

"hiss", "buzz", "whirr"



Teacher Notes

A. Semantics - the scientific study of the meanings and the development of meanings of words

B. Connotation - suggests something in addition to the literal meaning

Denotation - the exact, literal meaning

Euphemism - use of a mild or indirect expression instead of one that is harsh and unpleasant
Example: "Pass away" is a common euphemism for "die."

C. Assign a list of words and have students determine connotative and denotative meanings.

D. Read a poem and explain the use of connotative words and how they enhance the poem's meaning and emotional quality.

E. Have students read a poem and identify connotative language and its importance to the poem.

F. Explain the use of euphemisms in daily speech.

G. Have students make a list of common euphemisms.

H. Have students identify euphemisms in poetry and prose.

Specific Objective

3.4 Discuss stylistic devices (diction, sentence structure, foreshadowing, flashback, stream-of-consciousness technique, and propaganda).

C.

	Denotation (literal meaning)	Connotation (overtones)
1. butterfly	winged insect	positive beauty, freedom
2. moth	winged insect	not as positive, nuisance

G. 1. a lady of the night (prostitute)

2. pregnancy resolution (abortion)

3. a judgemental error - mistake or lie in politics

4. Your services are no longer needed. - You are fired.

5. stretch the truth - lie

Suggested Teaching Procedures

A. Define diction and list the various levels.

B. Explain how an author's diction will help develop setting, character, tone and mood.

C. Review various sentence types with examples.

D. Explain how the sentence type can develop emphasis, character, tone and mood.

E. Assign a paragraph from a short story and have the students analyze it for diction and sentence structure.

F. Define foreshadowing and flashback.

G. Explain examples using television soap operas.

Teacher Notes

A. Diction is the manner of expressing ideas in words; choice or selection of words and phrases; style of speaking or writing.

Levels of diction:

Formal	Colloquial
Informal	Slang

F. Foreshadowing - Through tone, mood, word choice for descriptions, an author can foreshadow or show in advance a coming event within a story.

Flashback - An episode suddenly interrupts the action of a story or play and shifts to an earlier time. The purpose is usually to explain something necessary to understand the characters and/or the plot.

H. Explain the purpose and values of flashbacks and foreshadowing in literature.

I. Have the class read a short story which makes use of flashbacks and foreshadowing and have the students point out their significance.

J. Define stream-of-consciousness.

K. Explain the limitations of this style.

L. Define propaganda.

M. Explain where it can be found and its positive and negative connotations.

N. Explain advertising as a means of propaganda.

O. Have students read essays or other prose forms and discuss the persuasive techniques which were used.

Specific Objective

3.5 Identify archetypes.

Suggested Teaching Procedures

A. Define archetype.

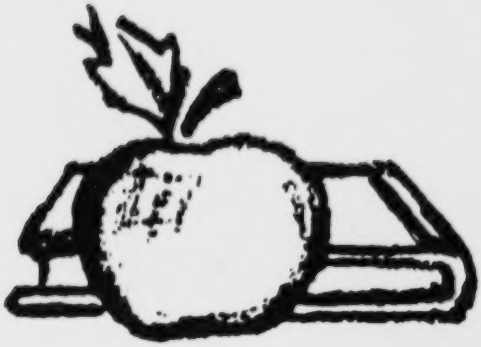
J. Stream of consciousness - This type of psychological novel takes as its subject matter the interrupted uneven, and endless flow of consciousness of one or more characters. Imagery is very important.

K. Excellent example: *"The Two Jiltings of Granny Weatherall"*, Porter

Good example of propaganda:. Introduction to KKK

Teacher Notes

A. Archetype is "image, a descriptive detail, a plot pattern, or a character type that occurs



B. List important archetypes.

C. Explain how they strengthen our experience with literature.

Specific Objective

3.6 Recognize dialect and explain its source, purpose, and effect.

Suggested Teaching Procedures

A. Define dialect using tapes of examples of regional dialects.

B. Explain how dialect affects style.

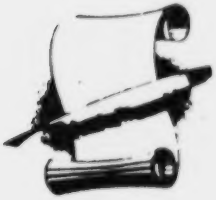
C. Explain how dialect affects characterization.

frequently in literature, myth, religion or folklore and is, therefore, believed to evoke profound emotions in the reader because it awakens a primordial image in his unconscious memory and thus calls into play illogical but strong responses."

Thrall, Hibbard, Holman, Handbook to Literature

Example: water = eternity
prince charming = male perfection
moral savior = Christ

D. Show examples of dialogue which reflects dialect and explain its effect.



Specific Objective

3.7 Identify types of irony (verbal, situational, and dramatic).

Suggested Teaching Procedures

A. Define the word irony.

B. Ask the students to recall ironic experiences which they may have had.

C. Define with an example the three kinds of irony.

D. Compose original ironic statements about school life.

D. "'Tain't no use for ye to work yourself all to pieces, John," answered the woman quickly. "I declare it does seem harder than ever that we couldn't have kep' our boy; he'd been comin' fourteen years old this fall . . ."

"The Hilton's Holiday," Jewett

What can you tell about the speaker from this short passage? (a kind, loving woman, uneducated, still mourning the loss of a son) make note of "*ye*" rather than "*ya*".

What could this tell the reader about the woman?

Teacher Notes

A. Irony is the contrast between what appears to be and what really is. A writer or speaker appears to be saying one thing, but is really saying the opposite.

D. Example: Our team gave another glorious performance when it lost to Talnall by a score of 75-1.

E. Explain that irony is a clue to the meaning or theme of a literary piece.

F. Have students examine a piece of literature for its ironic implications.

Specific Objective

3.8 Explain tone and mood.

Suggested Teaching Procedures

A. Define tone.

B. Show examples of various kinds of tone.

E. 1. One person greets another as they meet in pouring rain.
"Nice day!" Verbal

2. An uncoordinated dancing instructor. Situational irony

3. In "little Red Riding Hood", Red Riding Hood doesn't know that Grandma is the wolf. Only the reader and the wolf know. Dramatic irony

F. Excellent example: "The Lottery," Jackson

Teacher Notes

A. Tone is the expression of the author's attitude toward his subject and sometimes toward his readers. It is revealed through details and word choice.

B. The "Red Death" had long devastated the country. No pestilence had ever been so fatal or so hideous. Blood was its Avatar and its seal - the redness and the horror of blood. "Masque of the Red Death", Poe

(Emotional tone, concern for the dying)

C. Explain the methods a writer uses to reveal tone.

D. Explain the effects that the writer's tone can have on the reader.

E. Have students examine short passages and analyze the the writer's tone.

Ballard, who had been, before he retired, successful in many fields, enjoyed reviewing his important past. But he found the problem that complicates the lives of cannibals - namely; that a single victim cannot be used over and over.

"Tom Edison's Shaggy Dog," Kurt Vonnegut

C. Ways to create tone:

1. Word choices (connotative words)
2. Figures of speech
3. Character's actions
4. Physical details

E. The woods were already filled with shadows one June evening, just before eight o'clock, though a bright sunset still glimmered faintly among the trunks of the trees. A little girl was driving home her cow, a plodding, dilatory, provoking creature in her behavior, but a valued comparison for all that.

"A White Heron", Jewett

1. List the details of the setting.
   (woods, shadow, June evening, bright sunset)

2. Which of the following tones is conveyed through these details? a) playful b) tense c) relaxed

F. Define mood.

G. Explain how connotative words help create mood.

H. Show examples of how word choice can create mood.

I. Explain how mood affects setting.

J. Explain how mood affects characterization.

K. Have the students evaluate a poem for mood.

General Objective

4.0 To interpret literature adapted for various media

Specific Objective

4.1 Compare and contrast the format of selected media (a novel as a movie, a story as a television drama, radio drama versus film drama).

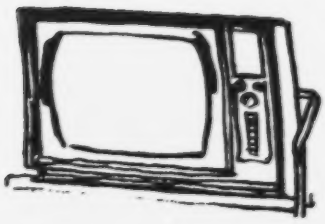
3. What words suggest the author's attitude toward the cow? (valued companion)

   What do these words add to the tone? (These words add to the relaxed tone by suggesting that the girl is not alone and has a valued companion.)

F. Mood is the feeling that an artistic work produces in the reader, viewer, or hearer.

H. The woman walked across the room, speaking her thoughts, and then left through the door.

lady tripped	rattling away	stiffly marching
matron sauntered	babbling freely	bounced through



Suggested Teaching Procedures

A. Explain the elements of the novel which must be transformed to the screen (i.e. strong interpretation of character and setting).

B. Explain that choices must be made due to time restrictions (i.e. certain scenes or even minor characters omitted.)

C. Explain that considerations must be made for sets, costumes, specific actors and sound effects.

D. Have the students/class read a novel and view the movie version.

E. Have the students analyze the director's choices of costumes, actors.

F. Have the students list differences between the novel and the movie.

G. Have the students express their preference between the novel or movie.

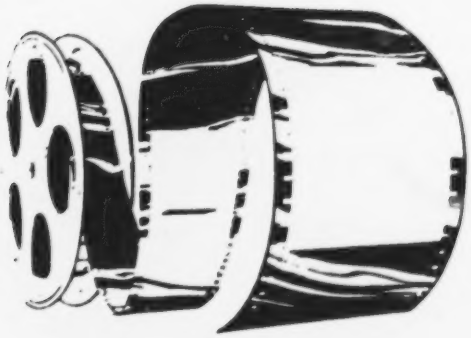
General Objective

5.0 To use literature as a stimulus for other forms of communication

Specific Objective

5.1 Use literary topics in oral and written discussion.

Teacher Notes



F. Example

A. The Great Gatsby, Fitzgerald
B. The Grapes of Wrath, Steinbeck

Suggested Teaching Procedures

A. Lead the class in discussion of character motivations by asking them to answer the question, "What might have happened if . . .?" Use novel or short story which has been read by the class.

B. Assign the students an essay analyzing one or several of the components of the piece of literature.

C. Assign the students an oral presentation of the essay which they have completed.

Specific Objective

5.2 Demonstrate ideas and emotions through dramatic interactions.

Suggested Teaching Procedures

A. Assign role playing situations which fit the theme of the piece of literature to be studied.

B. Present an oral interpretation of a short piece of literature or a portion of a longer work.

Teacher Notes

A. In Liam O'Flaherty's "The Sniper", what might have happened if the sniper had discovered that his "enemy" was actually his brother before he killed him?

Teacher Notes

Role playing situation Student A gets instructions that he or she is planning to go on a double date with his/her best friend.

Student B is instructed to try to convince his/her friend to cover up or help him/her lie to the parents about where they plan to go.

Purpose: To demonstrate peer pressure
Possible Novel: The Outsiders, Hinton

C. Assign the class the task of doing an oral interpretation (allow at least one practice session first).

Specific Objective

5.3 Convey literary ideas through other art forms.

Suggested Teaching Procedures

A. Have the students write an example of mood poetry after they have read a novel.

Teacher Notes

A. Example

Formula for Mood Poetry from literature

(a) State a mood of a character.
(b) Write 3 things the mood is not (2 stated briefly, one stated as a comparison).
(c) Switch to a statement of what the mood is.
(d) State three more descriptions of the mood.

"Rosasharon"

by M.E. Taylor

I'm scar'd
Not shiverin' and shakin' scar'd
Not quiverin' and quakin' scar'd
Not scar'd like Ruthie who seen a horror picture show
But quiet scar'd
Fearin' that Connie ain't never comin' back
Fearin' that ole M's Sandry gonna haunt me some more
Fearin' that my babe will be born shrivel'd and dead.

Chap. 26 The Grapes of Wrath, Steinbeck

or

B. Have the students create a nonobjective composition using regular and/or biomorphic shapes in a color medium which suggests the mood and tone of a literary work.

or

C. Have the students do a collage of symbols which depicts a literary piece.

or

D. Have the students write and play a tune which depicts the mood of a literary work.

or

E. Have the students design a stage set for a play.

or

F. Have the students illustrate a portion of a literary work.

General Objective

6.0 To explore the varied interrelationships of literature, society, and the individual

Specific Objective

6.1 Discuss the significance of various themes developed in literature (life, evil, death, family, values, prejudice, feminism).

Suggested Teaching Procedures

A. Through prepared questions, have the class point out the author's attitude toward various themes.

B. Lead the class in comparing and contrasting various themes.

Specific Objective

6.2 Explain the relationships between the individual and society as portrayed in literature.

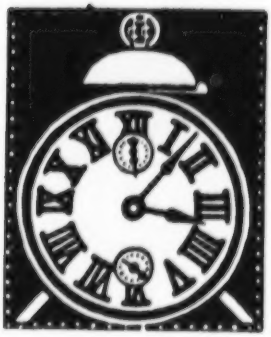
Suggested Teaching Procedures

A. Select literature which stresses societal themes.

B. Prepare questions which challenge the students to think about the individual's role in society as seen in a literary work.

C. Lead the class in a discussion of the answers to the above questions.

D. Lead a discussion of the role and problems faced by the individual in society today. Compare and contrast them to the literary form.



Teacher Notes

B. Compare and contrast the theme of family values as presented in Wolfe's "Look Homeward Angel and Miller's Death of A Salesman.

B. An excellent example is "Escape: A Slave Narrative", James W.C. Pennington

Specific Objective

6.3 Identify the ways in which a literary work reflects the cultural and historical period in which it was written.

Suggested Teaching Procedures

A. Prepare the class for the setting of a particular work by doing some of the following:

1. Showing pictures of art work which represents the period.

2. Showing an historical film or slide depicting the political, economic and other important facts of the period.

3. Showing pictures or examples of clothing from the period.

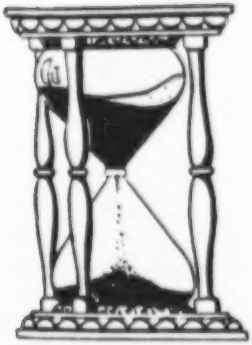
4. Playing music from the time period.

B. Have the students read a work and list examples of detail which make the work true to the time period.

C. Conduct a class discussion on their findings.

Specific Objective

6.4 Discuss values and ethical insights derived from multi-ethnic literary sources (social codes, stereotypes, contemporary issues).



B. The Great Gatsby by Fitzgerald is a good selection for this purpose.

Suggested Teaching Procedures

A. Define literature as a vehicle for understanding humanity.

B. Explain that literature can be a means of expressing the joy or pain of any ethnic group.

C. Select literature which represents various ethnic backgrounds

D. Explain to the students the implications (both historical, moral, and social) of the selections.

E. Have students read literary selections from various ethnic backgrounds.

Specific Objective

6.5 Explain possible solutions to personal problems through literature.

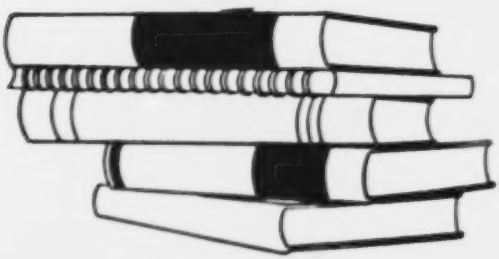
Suggested Teaching Procedures

A. Explain that for literature to do more than entertain it must have significance in terms of the human condition.

B. Select literature which reflects the problems of youth.

C. Conduct role playing which depict problems shown in the literature.

E. Possible selections - Poetry of Langston Hughes



B. Good selections for a study in peer pressure are The Outsiders Hinton and "On the Sidewalk Bleeding", Hunter.

D. Have the students read the literature and list the problems.

E. Have the students offer solutions to the problems which the characters see or fail to see.

F. Have the students relate the problems in the narrative to their lives through class discussion.

Specific Objective

6.6 Recognize the influence of Biblical and classical sources on literature.

Suggested Teaching Procedures

A. Define allusion.

B. Point out the use of allusions in simple statements.

Teacher Notes

A. Allusion is a rhetorical term applied to that figure of speech making casual reference to a famous historical or literary figure or event.

B. Identify the allusions and their meanings to these sentences:

(1) Mrs. Kelly thinks that all men should be Sir Galahads.

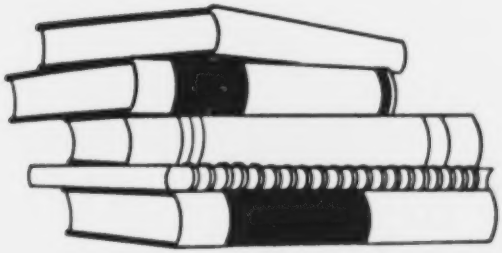
(2) When victory seemed so close, we were robbed by a James Earl Ray.

(3) Caught between Scylla and Charybdis, I hestitated.

(4) When I was seventeen, I went through my Prodigal Son phase.

C. Explain the use of an allusion in poetry or another literary genre.

D. Have students research allusions in literature in order to understand their meaning.



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E. *STUDY SKILLS (Grades 9-12)*

General Objective

1.0 To locate information

Specific Objective

1.1 Use media technology to find information.

Suggested Teaching Procedures

A. Provide a list of questions for students to locate answers using media technonogy (radio, newspaper and/or television).

B. Collect student answers for discussion in class.

Specific Objective

1.2 Locate information from or associated with government agencies.

Suggested Teaching Procedures

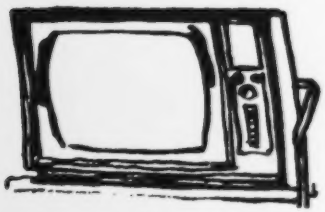
A. Provide students with questions which will necessitate contact with government agencies.

B. Instruct students on how to contact city, county, state and federal agencies.

C. Instruct students on locating government publications in the school and local libraries.

D. Have students answer questions within a specified time.

Teacher Notes



Teacher Notes

A. 1. How does a person get a Social Security number?
   2. What do you do when your tags have expired and you need to get your car inspected?
   3. How much money can a student earn before he/she has to file an income tax form?

Specific Objective

1.3 Use library vertical file.

Suggested Teaching Procedures

A. Provide a list of questions which will be answered by the student's use of the vertical file.

B. Collect student responses for class discussion.

Specific Objective

1.4 Use specialized bibliographies and catalogs.

Suggested Teaching Procedures

A. Give students a list of questions to be answered using specialized bibliographies and catalogs.

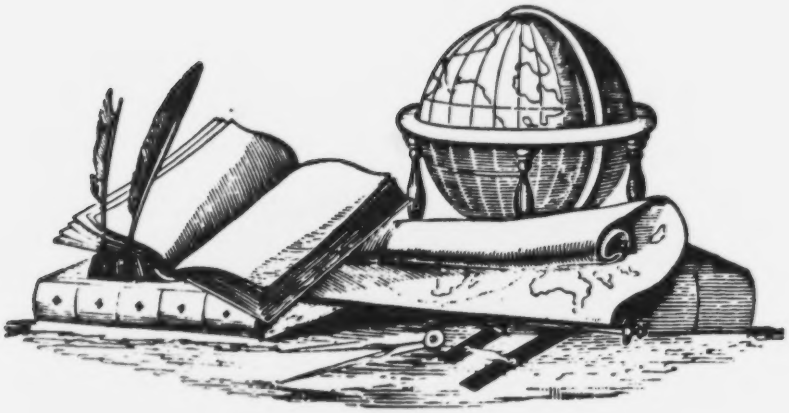
B. Collect student answers and discuss in class.

C. Make a list of questions and distribute the list to students.

D. Guide students in determining the best source of information for locating the answers to the questions.

Teacher Notes

A. Perhaps your school librarian can help you prepare a a list of questions pertaining to the vertical file.



General Objective

2.0 To organize information

2.1 Write a summary.

Suggested Teaching Procedures

A. Provide a literary passage or an essay for the students to summarize.

B. Instruct the students to simplify the material but be sure to mention all the important points covered in the original.

C. Collect the student summaries and select the best ones for duplication and discussion.

Specific Objective

2.2 Construct a bibliography.

Suggested Teaching Procedures

A. Instruct the students on how to do a bibliography.

B. Review instructions for footnotes.

C. Using a transparency compare the footnote to a bibliographical notation (indicating differences in word order, punctuation and indentation).

D. Explain the necessity for both a footnote page and a bibliography.

Composition

E. Provide students with a reference sheet containing models of notations for various kinds of reference materials.

F. Have the students make corrections (word order, alphabetizing, punctuation) in a bibliography containing errors.

G. Correct and discuss above exercise in class.

Specific Objective

2.3 Write a research paper.

Suggested Teaching Procedures

A. Provide students with a list of possible research topics.

B. Have students narrow their topics to suit the length of the research paper.

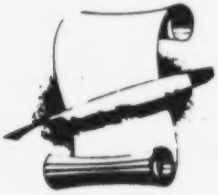
C. Have students read background information (found frequently in encyclopedia articles) to give them a general summary of their topics.

D. Review sources available in the library and community.

Teacher Notes

A. Current controversial topics are appropriate:

- recent medical advances, i.e., cancer research, AIDS research
- divorce
- child abuse
- alcoholism
- ESP
- organized crime



E. Review note taking procedures and caution students to avoid plagiarism.

F. Have students formulate a thesis statement and working outline and instruct them on correlating their outlines.

G. Have students do bibliography cards while they are taking notes.

H. Monitor student work to assure that they are following directions.

I. When note taking is completed, have students write their first drafts.

J. Have students revise and correct their rough drafts.

or

Have students exchange papers and correct each other's essays.

K. Have students write their final copies (Final copies should include a title page, a formal outline, the essay, a footnote page and a bibliography).

General Objective

3.0 To interpret information

Specific Objective

3.1 Interpret tables, diagrams, charts, cartoons and symbols.

Suggested Teaching Procedures

A. Have students collect tables, diagrams, charts, cartoons, and symbols from magazines and newspapers.

B. Using student items plus those provided by the teacher, discuss the above items or have each student submit his collection. Select items for duplication and distribution to the class. Have students explain the items to the class. Guide students by asking questions.

Specific Objective

3.2 Compare and contrast information specific to a topic.

Suggested Teaching Procedures

A. Distribute a thesis statement or purpose.

B. Provide a list of items concerning the topic of the thesis.

C. Lead a discussion asking students to state whether or not the statements on the list are appropriate to the thesis. Have students explain their responses.

Specific Objective

3.3 Use inductive and deductive reasoning.

Suggested Teaching Procedures

A. Define inductive and deductive reasoning providing models of each type.

Teacher Notes

A. Inductive reasoning

After studying facts and statistics one arrives at a conclusion or generalization. The more evidence one has, the more likely it is that the generalization is true. (Caution students that insufficient evidence can lead to hasty generalizations or the use of false analogies.)

Deductive reasoning

Deductive reasoning starts out from a generalization that is assumed to be true and by logical steps leads to a conclusion about a particular situation. A deductive argument can be stated in a three part form called a syllogism.

Syllogism

All ripe apples are sweet,
(major premise)
This apple is sweet
(minor premise)
(Therefore) This apple is ripe
(conclusion)

List a syllogism by asking

(1) Are the premises true? That is, has the major premise been arrived at inductively from enough instances? And is the fact stated in the minor premise true?

B. Give students an exercise containing both inductive and deductive reasoning. Have students identify which items represent inductive reasoning and which items represent deductive reasoning.

C. Correct and discuss the responses in class.

General Objective

4.0 To prepare for and take tests

Specific Objective

4.1 Solve analogies.

Suggested Teaching Procedures

A. Explain the purpose of learning how to solve analogies (i.e. improve thinking skills).

(2) Does the major premise ignore any significant fact?
(3) Does the conclusion follow logically?

from John E. Warriner and F. Griffith,
English Grammar and Composition Complete Course,
pages 409-414.

Teacher Notes

A. Strategies for analogy questions

1. Think about the kind or quality of relationship that exists between the given pair of words. Is the relationship one of large to small. Cause to effect? Group to individual?

2. Pay careful attention to the order of words in each pair. A pair of words with the relationship of large to small, for example, is not analogous to a pair with the relationship of small to large.

B. Explain what analogies test

- the ability to see relationships between pairs of words
- to understand ideas in a relationship
- to recognize a similar or parallel relationship

C. Use models as examples to instruct the types of relationships which occur in analogies (i.e. part to whole, whole to part, synonyms, antonyms).

D. Provide exercises for students to complete analogies.

E. Correct and discuss responses in class.

Specific Objective

4.2 Compose multi-paragraph essay responses.

3. Make up a sentence expressing the relationship between the given pair of words. Then substitute each of the other pairs of words in your sentence to see which makes the best sense.

from Walter Loban et al., Grammar and Writing p. 637.

Suggested Teaching Procedures

A. Instruct the students on the procedure for composing multi-paragraph essay responses.

B. Provide questions for the student to practice writing essay answers within a specified time.

C. Collect student papers and select some to be duplicated and distributed to the class.

D. Discuss how answers could have been improved.

E. Provide practice for this activity at regular intervals.

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Teacher Notes

A. Example

1. Read all essay questions.
2. Use the number of points on each question to determine the amount of time to be spent on each response.
3. Write a brief outline of the proposed answer listing any points you wish to include.
4. Reread the question checking to be sure your answer meets the requirements of the question.
5. Write the answer making sure to include specific details to support your statements.
6. Proofread your answer and make corrections.